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ABSTRACT

Eleven papers cover the Language and International Trade Program at Clemson University, similar foreign language programs at other universities, and the role of government funding in the development of such programs. The papers include the following: (1) "The Language and International Trade Program at Clemson University: Remarks on Program Impact and Administration" (S. Carl King); (2) "Business German in Theory and Practice: The Program at Georgia State University" (Bettina F. Cothran); (3) "From Language and International Trade to the World College: A Brief Overview of Successful International Program Development at Eastern Michigan University" (Ray Schaub); (4) "Language and Engineering: The Next Step" (John Grandin); (5) "Foreign Language and International Trade at Southern Illinois University" (E. F. Timpe); (6) "A Business College Perspective on Language and International Trade Programs" (Gregory P. White); (7) "The Language and International Trade Internship Program at Clemson University: The Vision and the Realty" (Edwin P. Arnold); (8) "Federal Grants: Comments from a Program Officer" (Stanley Patterson); (9) "Program Development and Implementation: The Language and International Trade Program at Clemson University" (Patricia W. Wannamaker); (10) "Land-Grant University Curriculum Model which Combines the Technical and Humanistic Elements of an Undergraduate Education into a Meaningful Whole" (Patricia W. Wannamaker); and (11) "Federal Funding for Language and International Programs" (Helene Scher). (MDM)

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Proceedings of the Clemson Conference on Language and International Trade

Editors

S. Carl King **Sixto E. Torres**

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PROCEEDINGS OF THE CLEMSON CONFERENCE ON LANGUAGE AND INTERNATIONAL TRADE

Edited
by S. Carl King
and Sixto E. Torres

March 9-11, 1989
Clemson University
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Foreword

On March 9-11, 1989, Clemson University hosted a conference on Language and International Trade, the primary objective of which was the dissemination of information about the Clemson Language and International Trade Program, developed during AY's 1985-86 and 1986-87 through a grant from FIPSE (the Fund for the Improvement of PostSecondary Education). In the original grant proposal to FIPSE, written by Patricia W. Wannamaker, Clemson University proposed to host at the end of the second year of the grant a special conference to explore new directions in curriculum development, and to publish and distribute nationwide a program monograph to encourage project replication. The Clemson Conference, and the publication of these proceedings, (both funded in part by funds from FIPSE) is a fullfillment of these committements.

The Clemson Conference was organized by Dr. S. Carl King, Co-Director of the L&IT program, with special assistance from Dr. Ray Schaub, Head of the World College of Eastern Michigan University, Dr. Eugene F. Time, Director of the FLIT program at Souther Illinois University, and FIPSE program officer, Dr. Helene Scher.

The conference organizers would like to thank Dr. Judith M. Melton, Head of the Department of Languages, and Dr. Robert E. Waller, Dean of the College of Liberal Arts, for their firm support of the L&IT program. A special thanks is also directed to Dean Waller for the special hospitality he extended to our conference guests. Above all, we would like to express our appreciation to Dr. Wannamaker for her vision and tireless efforts in making the L&IT program at Clemson University a reality.

S.C.K.
S.E.T.

Contents

The Language and International Trade Program at Clemson University: Remarks on Program Impact and Administration
S. Carl King ---------------------------------- 7

Business German in Theory and Practice: The Program at Georgia State University
Bettina F. Cothran ---------------------------- 15

From Language and International Trade to the World College: A Brief Overview of Successful International Program Development at Eastern Michigan University
Ray Schaub ------------------------------------ 23

Language and Engineering: The Next Step
John Grandin --------------------------------- 29

Foreign Language and International Trade at Southern Illinois University
E. F. Timpe ------------------------------------ 43

A Business College Perspective on Language and International Trade Programs
Gregory P. White ------------------------------ 51

The Language and International Trade Internship Program at Clemson University: The Vision and the Reality
Edwin P. Arnold ---------------------------------- 59

Federal Grants: Comments from a Program Officer
Stanley Patterson ---------------------------------- 71

Program Development and Implementation: The Language and International Trade Program at Clemson University
Patricia W. Wannamaer ---------------------------- 81

Land-Grant University Curriculum Model which Combines the Technical and Humanistic Elements of an Undergraduate Education into a Meaningful Whole*
Patricia W. Wannamaker ---------------------------- 85

Federal Funding for Language and International Programs
Helene Scher ------------------------------------ 121

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*This is the original proposal which resulted in a FIPSE grant to Clemson University for the development of a Language and International Trade Program. It is reproduced as a part of these proceedings both for its historical interest and because it conveys important information about the current structure and curriculum content of the L&IT program at Clemson University.

The Language and International Trade Program at Clemson: Preliminary Observations on Program Impact and Administration

S. Carl King

The development, implementation and coordination of the Language and International Trade program at Clemson University has profoundly altered the Department of Languages in several areas. The development of the program has led us to establish more meaningful contacts and interchanges with those departments outside the College of Liberal Arts which support the various professional options of the major. A commitment to provide internships for as many of our majors as possible has encouraged ties with the world of business, and though these ties we have begun to form alliances and cooperative exchanges with state and regional leaders in the area of international business. The fact that high technology has become integral to the operating environment of most businesses has compelled us to make significant expenditures in the area of computer technology and other electronic exchange systems in an effort to provide our majors with preliminary exposure to the tools of the trade. The presence and availability of this equipment has in turn contributed greatly to the computer literacy of the members of our department. The Language and International Trade program has also significantly altered recruiting practices in the hiring of new faculty, often giving a decided advantage to those candidates with some experience in the business world or in the teaching of business language.

The impact of the Language and International Trade Program has been greatest in the classroom, leading to a dramatic increase in the total number of students populating our 300-400 level culture, language and literature classes, as well as a greater diversity of course offerings. A primary concern of most departments considering alternative degree offerings in the area of applied language studies is the anticipated impact of such programs on the traditional language major. Our own interest in assessing the impact of the Language and International Trade program on our traditional major has prompted a number of comparative studies designed to address this concern. The results of our studies are included in the following five tables. Please remember that the Language and International Trade program became a degree program at Clemson University in AY 1987-88 and at the time of the Clemson dissemination conference was only in its fourth semester of existence. Information is keyed in the tables as follows: a) Table One—L&IT majors by language and professional option; b) Table Two—Distribution of L&IT majors by class; c) Table Three—Change of major summary; d) Table Four—Impact of the L&IT major on the traditional language major; and e) Table Five—Total number of 300-400 students before and after implementation of the Language and International Trade Program.

The numbers in Table One describe the Language and International Trade program as it existed at the end of the fall semester, 1988. At that time the most popular language option was Spanish, accounting for 91 of the 183 L&IT majors.[1] Of the professional options Global Marketing has attracted more students than the other options, with Tourism a distant second. Textiles and Agriculture have attracted only a handful of majors while Forestry, in its first year in the program in AY 1988-89 had not attracted any majors. The rapid growth of the program has been quite surprising to many members of the Department of Languages. Although the department was confident that the Language and International program would prove to be a viable degree program few, if any, anticipated enrollment figures as high as we are currently experiencing. Indeed, the sudden influx of students has in many ways stressed the resources of the department and has led to a number of suggestions for limiting enrollment in the program, none so far implemented.

TABLE ONE
L&IT MAJORS BY LANGUAGE AND PROFESSIONAL OPTION

	French	German	Spanish	Total
Global	52	19	71	142
Tourism	10	6	16	32
Textiles	3	0	3	6
Agriculture	1	1	1	3
Forestry	0	0	0	0
Total	66	26	91	183

Table Two is a simple break-down by class of the total number of majors in the program. Because the Language and International Trade program was not a degree program at the time of their enrollment at Clemson all of the students in the junior and senior class transferred into the program from some other major. The size of the freshman class and sophomore classes, projected into the future, suggests a total enrollment in the program of well of 225 students by the end of AY 1989-90, barring some restrictions on enrollment.

TABLE TWO
DISTRIBUTION OF MAJORS BY CLASS AND LANGUAGE OPTION

	French	Geman	Spanish	Undeclared	Total
Freshmen	20	4	23	16	63
Sophomores	20	8	23	2	53
Juniors	15	7	23	0	45
Seniors	8	4	9	0	21

Table Three was compiled to provide a summary of the movement of students from other majors into the Language and International Trade program. Of the 183 students in the program at the time this data was compiled a total of 126 had transferred into the program from another major. As noted earlier, the Language and International Trade program was not a degree program at the time of first enrollment of most of these students at Clemson University. Although the program has had transfer students from virtually every degree program on campus it is evident that the great majority of L&IT majors have come from three areas: a) traditional language majors; b) Liberal Arts undeclared ; and c) transfers from the various departments of the College of Commerce and Industry (Marketing, Management, Financial Management, and Administrative Management).

TABLE THREE
SUMMARY OF CHANGE OF MAJORS INTO THE L&IT PROGRAM

Prior Major	# of Changes	Prior Major	# of Changes
Administrative Management	3	Horticulture	1
Architecture	1	Liberal Arts Undeclared	18
Biochemistry	1	Management	10
Biological Sciences	1	Marketing	5
Economics	6	Mathematical Sciences	1
Engineering	5	Microbiology	1
English	4	Political Science	9
Elementary Education	2	Psychology	4
Financial Management	6	PRTM	2
Food Science	1	Sociology	3
French	13	Secondary Education	2
German	5	Spanish	13
Graphic Communications	1	Textiles	1
History	1	Transfer Students	6

Table Four is designed to show the impact of the Language and International Trade program on the traditional language major and minors at Clemson University.[2] The figures clearly indicate considerable movement from traditional language majors to the Language and International Trade Program. The traditional French major has lost more students to the L&IT program, both in absolute numbers and in percentages of total, than either German or spanish. A comparison of the total number of French, Spanish and German majors listed on our rolls in the fall semester of AY 1986-87, a year before the approval of the Language and International Trade program, with those of the spring semester of AY 1988-89, reveals an overall loss in the three languages of approximately 34% of the traditional language majors.

TABLE FOUR
IMPACT OF L&IT PROGRAM ON TRADITIONAL LANGUAGE MAJORS

Fall, 1986 Prior to Approval of L&IT Program

	French	German	Spanish	Total
Majors	34	14	21	69
Minors	13	0	1	14
Double Majors	5	2	3	10

Spring, 1989 FourthSemester of L&IT Program

	French	German	Spanish	Total
Majors	20	8	18	46
Minors	5	5	0	10
Double Majors	5	3	5	13

Table Five shows the total number of students in upper-level language classes at two points in time: fall and spring semester of AY 1986-87, prior to the approval of the Language and International Trade major; and fall and spring semester of AY 1988-89, with the program in its third and four semester of existence. The table clearly illustrates the phenomenal increase in the total number of students in the 300-400 level course offerings in French, German and Spanish. The loss of 34% of one's traditional majors, as seen the Table Four, might seem an unacceptably high figure for some. However, our figures show that this loss has been more than compensated for by a substantial increase in the total number of students in the upper-level language classes, an increase which has affected all course offerings at this level, including literature classes. Along with the increase in the number of students in the 300-400 level courses there has also been a substantial increase in the total number of sections of courses taught at this level.

TABLE FIVE
IMPACT OF L&IT PROGRAM ON NUMBER OF STUDENTS IN 300-400 LEVEL LANGUAGE CLASSES

	French	German	Spanish	Total
Fall, 1986	48	27	66	141
Spring, 1987 (Before implementation of L&IT program)	83	14	73	170
Fall, 1988	80	33	126	239
Spring, 1989 (After implementation of L&IT program)	108	36	158	302

Many of the requirements necessary for successful administration of interdisciplinary programs such as our Language and International Trade program are common to the procedures of most academic units. However, several significant components should be stressed. First, very careful attention must be given to the scheduling and coordination of courses. If this is not done serious conflicts are almost inevitable given the cross-college requirements of the degree program. Close monitoring of the advising process is also essential to successful program administration. The complexity of the Language and International Trade program at Clemson University places greater demands on department advisors than is the case with our traditional language major tracks. The program consists of fifteen separate curricula: three language options (French, German and Spanish); and five professional options (Global Marketing, International Agricultural Marketing, International Tourism Marketing, International Textile Marketing, and International Forest Products Marketing). The internship requirement of our program also requires careful supervision and is very labor intensive. Close cooperation with the office of cooperative education is vital, as is the maintaining of accurate and current records on companies which have either hired or expressed an interest in hiring interns. Finally, considerable attention should be given to tracking program alumni. Ultimately the success of any program must be assessed on the basis of the success of its majors in fulfilling their career objectives. As programs such as the ones described in these proceedings are replicated at other institutions it is to be expected that administrators will assign a high priority to the compilation and dissemination of information regarding the success of their majors.[3]

Clemson University

Notes

[1] At the time of this writing the number of L&IT majors has stabilized at around 210-20. The preference trends noted in the text continue to prevail.

[2] The language requirements for traditional language majors and L&IT majors is as follows: traditional majors take a total of 30 semester hours of 300-400 level course work, including a required mix of culture, grammar and literature; L&IT majors take a total of 24 hours of 300-400 level course work, including a required mix of classes in culture, grammar and business language (but literature not required).

[3] Clemson University graduated its first class of L&IT majors in the spring of 1989, making our studies in this area still quite preliminary. However, placement results have been most encouraging and follow-up questionaires indicate that a majority of our majors have found positions in areas closely related to their field of study.

Business German in Theory and Practice: The Applied Language Program at Georgia State University

by Bettina F. Cothran

Two of the major emphases in education today are specialization and interdependence. For educational institutions this means designing programs with a designated target group in mind whose needs are clearly defined. We are concerned with education for specific purposes, such as preparing students for careers in international business. Interdisciplinary programs which couple the study of foreign languages with traditional subjects evince America's contemporary awareness that a broader, more international outlook is necessary for its continued leading role in a worldwide integrated market. Programs such as Eastern Michigan University's World College, Clemson University's Language and International Trade and Georgia State University's Business Language programs are a case in point.

THE ADVANTAGE OF LOCATION: GEORGIA STATE UNIVERSITY IN THE HEART OF ATLANTA

Even though we do not yet enjoy the benefits of close cooperation with the Georgia State University School of Business, the business language program at Georgia State University has been

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quite successful. Since its inception in 1980, it has continuously expanded its course offerings and attracted an increasing number of students. Of course, the location in the heart of Atlanta's business district has been a distinct advantage.

Since 1982, when Atlanta became an international gateway with non-stop connections to Paris, London, Frankfurt and other destinations abroad, the Southeast has become an increasingly attractive choice for foreign firms. The Georgia Commission for Industry and Trade, for instance, lists over 230 foreign trade commissions, consulting firms and business liaison services. The German-American Chamber of Commerce lists over 450 German subsidiaries located in the Southeast, the majority in and around Atlanta.

Georgia State University, with a student body exceeding 22,000, has traditionally been responsive to the needs of the business community, and the international aspect has received increasing attention. In 1984, the Board of Regents instituted the International Intercultural Studies Program, an office which coordinates all programs with an overseas dimension.

THE APPLIED LANGUAGE PROGRAMS IN THE DEPARTMENT OF FOREIGN LANGUAGES

In recognizing the demand for multilingual professionals, the Department of Foreign Languages has developed two applied language programs: a major or minor in Business French, German and Spanish on the undergraduate level; and the certificate program in translation and interpretation on the post-graduate level. The business language program offers courses on the three and four hundred level. Two core courses provide the student with a working business vocabulary and knowledge of such topics as the legal structure of business, banking systems, employer employee relations, the European Economic Community, general business practices as well as political and social issues. We stress the contrastive approach in order to sensitize the students to important differences. Authentic materials are used wherever possible in the classroom. Particularly helpful in the German classes are the materials specifically developed for business German by professors in cooperation with the Goethe Institute. Each unit is carefully structured by introducing vocabulary and practicing it with appropriate exercises, primarily using authentic texts. Also included are authentic listening selections from, for example, German radio broadcasts. These exercises are particularly valuable since most other available tapes—Wirtschafts und Verhandlungssprache Deutsch or the Carl Duisberg tapes with accompanying workbook come to mind—have proven rather inadequate. Related courses, such as "Techniques of Translation" and "France/ Germany Today" complete the program.

We have recently added a seminar, Understanding Business in Germany, to the business track in German This course centers around a two-week tour of German businesses of varying sizes, banks, labor unions, chambers of commerce and education/ vocational training facilities. It provides an overview of all segments of the German business world and thus gives students an excellent chance to see first hand what they have discussed in the classroom. Presentations by the German hosts range from topics such as trends in the import-export business, patents and licenses, USA/FRG technological transfer, and the preparation for the barrier-free internal market of the European Economic Community. "Europe 1992" will be the special focus for this year's seminar. Designed for business and professional people as well as students, the seminar is limited to 14 participants. It is becoming a popular program, particularly because the fee—only $1,300—includes round-trip air fare, hotel accommodations, all meals, and tuition. The fee was made possible in part through a generous grant by the Carl Duisberg Society.

Academically speaking, then, we prepare our students with the appropriate vocabulary, the technical knowledge, and the cultural information as well as the skills of reading, writing, listening, and speaking which they will need to be effective in the international business setting. What we have not yet been able to offer them is the practical experience. However, we have found possibilities for application of their skills through internships. Among the number of firms with international connections in Atlanta which have hired our students as interns and provided settings in which they can work and practice their language skills are Hartsfield International Airport, several international travel agencies, and the Goethe

Institute. We also offer our students the opportunity to work abroad in paid internship positions.

PAID INTERNSHIPS ABROAD THROUGH CONSORTIUM AT EASTERN MICHIGAN UNIVERSITY

The Foreign Language Department at Georgia State University was selected in 1984 by Eastern Michigan University to join its consortium for internships abroad. Under the effective leadership of Ray Schaub this program has placed students abroad for over twelve years and has developed a successful network with university-level institutions in France, Germany, and Spain. Internships lasting from three months to a year are available to students who have successfully passed all requirements. Among those are the successful completion of the business language courses in the Foreign Language Department, specific basic business courses, a minor concentration in one area such as accounting or marketing, prior work experience, and personal qualification. This last area proves to be tricky at times, as it encompasses a general assessment of the student's maturity and ability to get along with the German hosts and fit smoothly into their operation. As the consortium's contact person, one is responsible for the overall qualification of the person sent abroad and has to make a subjective judgement that may not always be compatible with the objective principles generally professed by the university as a public institution. To establish a formal assessment procedure for this last criteria, we have included an interview among the requirements. We have successfully operated with an interview team which includes members of the business community, preferably people with experience in the respective foreign country. In the interview we attempt to verify that the candidate has the appropriate language skills to operate successfully in the business setting abroad and that he/she exhibits personal maturity, as demonstrated by an understanding of the differences in business practices, flexibility in adjusting to new situations, and a general sensitivity to appropriate manners. They are evaluated on breadth of vocabulary (business vocabulary), language level, knowledge and interest in general business issues, especially those of current interest in the target country, ability to represent our program and to adapt well into the business context of the host country. Of those criteria, the most difficult one to be satisfied is the language level. While their application was in process some of our applicants were required to do additional work to further their oral communication skills through courses such as the ones taught at the Goethe Institute.

Since 1985 we have sent five students abroad, three men and two women. So far, we have sent all of them to Germany, although we now have applicants to Spain and France. Only one was a language major; the others had majors in marketing, finance, economics, and history (with a minor in management), respectively. All had been abroad before; three with the regular summer program of the university, one as a high school exchange student and one who lived extensively in Iran and Sweden. Academically, all were outstanding students whose natural ability and self-motivation were evident in grades and scholarships. We had good experiences with all of them. They were placed through German "Fachhochschulen" (polytechnical institutions) in Münster, Furtwangen and Nürtingen in various firms such as Mercedes Benz and VDO where they worked in import/export departments, cost accounting or others according to their areas of expertise. According to the personal reports by their chaperoning professors and references ("Arbeitszeugnis") by the respective firms, they executed their duties to the fullest satisfaction. The firms generally proved very helpful in assisting our interns in their search for appropriate housing—not exactly inexpensive in Germany—so that it was relatively easy to live on an intern's monthly salary, typically around 1,300 DM. After their return to the States,the students professed that they found their experience abroad very helpful in furthering their professional goals. One student is still in Germany, having found a company on her own where she is earning a regular employee's salary; one student is presently enrolled at the Thunderbird School of Management in Arizona; one is in law school with his ultimate goal set on a career in international business; another one has accepted a position with an international company here in the States; and one student—the one with a foreign language major—is teaching English as a second language abroad. From these experiences I believe we can say with confidence that the program works excellently and that it is a fantastic opportunity for our students. The key to success for this program from our perspective lies in advertising, not just among our language students but also among those in the business school and, going beyond our own institution, to those at area institutions. Cross-registration enables students from colleges and universities to take classes at Georgia State University. Personally, I also believe that high schools are a perfect forum for familiarizing the next generation of college students with their options and may well influence their choices of careers and colleges.

THE DIPLOMA OF BUSINESS GERMAN

I spoke earlier about testing for purposes of selecting candidates for the program. One possible alternative is objective tests such as the ones issued by the Chambers of Commerce in Paris and Madrid which are designed for Americans operating within the respective country's business context. In the German arena, we have the Diploma of Business German. Designed by American educators experienced in university-level programs of Business German and in cooperation with the Goethe Institute, the Carl Duisberg Society, and the German American Chamber of Commerce, this six-hour examination tests a candidate's knowledge of day-to-day business transactions and his ability to communicate in the German business environment. Testing both written and verbal skills, the examination uses authentic materials encountered in everyday circumstances. The exam is divided into five segments. The first unit evaluates the candidate's knowledge of topics related to business administration, such as economics and geography. In the second part, a reading comprehension test evaluates the student's ability to comprehend and summarize written texts. A third part, listening comprehension, evaluates appropriate skills in understanding business discussions and radio commentaries on business matters, with written skills being tested by the formulation of accurate business correspondence. The oral part lasts approximately thirty minutes, including a 15 minute preparation period allocated to the candidate. This portion of the examination tests the candidates' ability to conduct a business discussion on a given topic.

Students who have completed the business track at a typical university program are generally not in a position to pass this rather demanding test. Stumbling blocks are usually the lack of general knowledge of business matters, which is difficult to come by for language majors and business student who relie solely on theoretical knowledge. Much better success has been achieved by business people who have stayed in Germany for an extended period of time. Those generally are to be found at Goethe Institute Business German courses. In my association with the Diploma I have also engaged in teaching such courses at the Atlanta Goethe Institute. In the past three years one business German course offered each January as a preparation for the Diploma has met with good response and usually has as many as 18 participants. Of these, generally six to eight take the Diploma with a success rate of 80%. The trend seems to point toward an increase in interest.

With these programs in place, I believe we provide the underpinning for the "chief executive 2000" as described recently by the Wall Street Journal (front page, February 27, 1989): "His undergraduate degree is in French literature, but he also has a joint MBA/ engineering degree." Our concept of combining foreign languages with international trade appears to be a permanent option in foreign language education.

Georgia State University

From Language and International Trade to the World College: A Brief Overview of Successful International Program Development at Eastern Michigan University

by Ray Schaub

In December, 1987, Eastern Michigan University (EMU) officially established a new administrative office on campus, called the World College. This new unit has been created to bring a major institutional focus on international issues by helping to internationalize the university's four primary functional areas, vi. teaching, research, service, and contract learning. The World College is also an outgrowth of the highly successful Language and International Trade Program (L&IT) at EMU. In keeping with the topic of this conference "Language and International Trade" this paper presents a brief overview of the background, development and outcomes of L&IT at EMU, in the hope that this information might be of value to colleagues who are considering the development of similar international programs at their own institutions.

The L&IT story at EMU begins in the midst of crisis. In the early 1970's, EMU was a particularly extreme example of a nationwide downturn in foreign language enrollments. We estimate that the Foreign Language Department lost approximately 90% of its declared student majors In the space of only a few years. The decline was a direct result of the fact that, for year after year, virtually none of our graduates—almost all of whom had majored in foreign languages in order to become teachers—were able to find teaching positions. In those years Michigan schools were especially hard hit by declining populations of school-age children and by shrinking state tax revenues because of production cutbacks in the automotive industry. As a result, the great majority of those students, who in earlier years would have studied foreign languages, voted with their feet by entering other disciplines.

During this period of crisis, a consensus slowly grew in the Foreign Language Department that an attempt should be made to develop new programs which would be more attractive to greater numbers and different populations of students. A few of us were willing to innovate and to try something new to respond to the crisis, and we started experimenting with the idea of developing new programs in languages for careers in international business. It seemed obvious to us that this was an area of great need for the U.S. Interestingly enough, this issue of innovating never became politicized in the department, partly because of the depth of the crisis, but also partly because of our particular constellation of individuals who were willing to work together as a team.

In 1975 our internal discussions had become specific enough to allow us to draw up a proposal for an interdisciplinary program with primary emphasis on language and business studies, to be jointly sponsored by the Foreign Language Department and the College of Business. In a meeting we presented the proposal to the dean of the College of Business—and were turned down flat. In rejecting our proposal, the dean indicated his opinion 1) that English was the language of international business, thus making it unnecessary for American engaged in its conduct to know foreign languages, and 2) that international business was not that important for the economy of the U.S. anyway. In a special way, this meeting served to heighten the determination of the Foreign Language Department to proceed with the proposal, because it strengthened our conviction that we were on the right track and the dean of the College of Business was wrong.

Paradoxically, the key to our successfully establishing the program was an unsuccessful grant proposal which the Foreign Language Department submitted in 1976 to Title VI of the U.S.

Department of Education. The written remarks of the outside readers made it very clear that our proposal of an interdisciplinary program in language and business studies needed to have much stronger commitment from the College of Business. After reviewing this official feedback with the Foreign Language Department, the university administration of EMU intervened by instructing the College of Business to collaborate with us on the resubmission of a revised and improved grant proposal. This second proposal was submitted to Title VI the following year, with the result that in 1978 funding was provided to EMU for the creation of a Bachelor of Arts degree and a Master of Arts degree in Language and International Trade. The B.A. curriculum consists of primary concentrations in language, business language, and business administration, with additional requirements in economics, political science, history, geography, and practical training. The graduate program is made up of concentrations in language, business language, business administration, and economics, also with a practical training assignment required for graduation. As far as we know, these were the first such programs with these particular requirements to be established in the U.S. Beginning in 1979, an international professional training component was added to L&IT in the form of the International Cooperative Education Exchange Program (ICEE). Special funding for ICEE was obtained in 1980 from the government of West Germany and in subsequent years from the Fund for the Improvement of Postsecondary Education (FIPSE, U.S. Department of Education), Exxon Education Foundation, and Ford Motor Company.

L&IT was introduced in the fall of 1978 and produced astounding enrollments—and a complete reversal of the crisis we faced in the early 1970's—after only a few years. By the early 1980's we had far more majors in L&IT than we ever had in our best post-Sputnik years. From the point of view of the Foreign Language Department, it is also very important to point out that all L&IT majors are considered language majors, because the program was created on the initiative of the Foreign Language Department. For the last few years, enrollments in L&IT have stabilized at approximately 250 majors, primarily because of limitations on the number of faculty positions allocated to the Foreign Language Department.

In 1985 another key event occurred in the development of L&IT when the State of Michigan provided permanent, additional line-item state funding for the administrative function of the program and for the expansion of the Foreign Language Department's offerings to include Japanese for the first time in the history of the university. In so doing, the State directly acknowledged its own vested interests in the maintenance and continued growth of the program.

But perhaps most gratifying of all, L&IT has also served as a model for similar successful curricular innovation at Clemson University, Southern Illinois University, and Auburn University; and according to David Edwards of the Joint National Council of Languages, it was also taken as the basic program model for the international business education component of the Omnibus Trade Bill which was passed last year by the Congress.

In addition to these developments, L&IT has produced a number of other important ripple effects. First of all, the program created the environment and provided the administrative expertise and financial resources for the annual Conference on Language and Communication for World Business and the Professions. Now in its ninth year, the conference is regularly attended by 200-300 participants, is a forum for the presentation of some 100 papers and workshop sessions each year, and is established as the premier annual meeting in its field in the U.S.

To return to the College of Business at EMU: The success of L&IT has led to the creation of a new, federally funded degree program, the BBA/BA in Language and World Business (L&WB), which is housed in both the College of Business and the Foreign Language Department. L&WB contains all of the language, business language, economics, political science, history, geography, and practical training requirements of the B.A. in L&IT, plus a complete major in business administration, including a new set of restricted electives in international business. This is a five year, double degree program, which requires at least 156 semester credit hours for graduation. L&WB does not replace L&IT, but complements it as a stronger business degree program. All L&WB majors are considered to be both business and foreign language majors. Now in its second year, the program has already attracted some 50 majors. An important indicator of the much improved working relationship—in comparison to that in 1975— between the Foreign Language Department and the College of Business is that the work "Language" is the first word in the title of the degree at the request of our business colleagues.

Another spin-off development is the currently pending proposal to create a new undergraduate degree, to be called Language and International Relations (L&IR). Similar to L&IT as a group concentration major, L&IR consists of two main concentrations in language and political science, with additional requirements in history, sociology, and practical training. It is now likely that the new degree will be approved and implemented by the fall of 1990.

In institutional terms, the most far-reaching ripple effect of L&IT is the new World College at EMU. The World college evolved out of the administrative function of L&IT, and reports to the Provost and Vice President for Academic Affairs. As indicated at the beginning of this paper, the World College is charged with internationalizing as much of the university as possible. Its main functions are to:

—Serve as a clearinghouse of information and referrals regarding internationally focused projects, programs, events, and activities

—Provide faculty release time for international projects

—Fund faculty and staff travel to international conferences and other professional meetings

—Develop and maintain international initiatives with other academic institutions, government agencies and business organizations, both in the U.S. and abroad

—Obtain new external funding for the development of international programs

—Administer the International Cooperative Education

Exchange Program and extend it to new disciplinary fields

—Coordinate the annual EMU conference on Languages and Communication for World Business and the Professions, and sponsor other international meetings

—Host visits to campus by international guests

—Provide support for other internationally focused projects and activities.

Created to be an agent for change, the World College represents a significant extension of the basic cooperative strategy that underlies L&IT, viz. to develop new kinds of cooperation across institutional boundary lines and to provide new resources for the accomplishment of these collaborative initiatives.

To sum up, it can be said that L&IT has been an unqualified success at EMU. It has had a prominent impact on program development and administrative realignment at EMU, and has provided a model for innovation at other institutions. On the basis of our successful experience at EMU, we strongly advocate that other universities consider developing similar international and interdisciplinary initiatives.

Eastern Michigan University

Language and Engineering: The Next Step[1]

by John M. Grandin

The persons responsible for the programs discussed at this conference have a right to be proud. Through the creative alliance of traditionally disparate segments of the university, they have demonstrated that the structure of American higher education is flexible and capable of responding to national need. Following the period of curricular liberalization, the dismissal of many requirements and the consequent drastic decline of foreign language study in the early seventies, international education is now being reborn by way of innovations such as the business/language collaborations discussed here today. Lead by programs similar to the Language and International Trade Programs of Eastern Michigan and Clemson, as well as the graduate level programs at the University of South Carolina and the Thunderbird School in Arizona, it is now clear to both language and business school faculty throughout the country that interdisciplinary language/business programs are a logical, responsible, and necessary combination of study in today's global society.

The International Engineering Program at the University of Rhode Island follows in the tradition of such groundbreaking programs. If our nation is to overcome its failure to compete successfully in the global marketplace, our professionals in many areas must be better prepared to meet and deal effectively with counterparts from other cultures and with market conditions throughout the world. The schools mentioned above have acted upon the implications of this fact for the marketing expert, the manufacturer, and manager by internationalizing their business programs. But now the same must be done for our engineering programs. We must recognize that it is often the individual with technical expertise who is called upon to interact with a counterpart abroad; indeed, the manager or sales representative or manufacturer is often a graduate engineer. It is ironic and shortsighted that the American engineer, if judged by the requirements of his/her undergraduate curriculum, is extremely unlikely to have gained any significant awareness of other cultures and languages.

A quick glance at undergraduate catalogues of technical schools or engineering colleges within the American higher education structure reveals little concern for foreign language learning or international studies. The great majority require neither foreign language study of their undergraduates nor high school foreign language credits for admission. Though this may appear shocking, it is very understandable; the demand for an ever more sophisticated technical background for engineers tends to override concern for preparatory work outside of the math and science areas. Once at the college level, the stringent requirements of the technical subject areas result in a heavy professional courseload with little space for elective subjects. Although some engineering programs encourage study abroad, no clear path has emerged for internationalizing that curriculum. Furthermore, with the job market relatively strong, most students are not in search of additional coursework which might provide a competitive edge. Thus, even though the American educational establishment often speaks of the need to unite sciences and technology with the humanities, there appears to be no practical way to do so in the present structure.

With the conviction that the current political and economic climate has provided the background to support long-needed reforms, the University of Rhode Island has created a model for internationalizing the undergraduate engineering curriculum. Recognizing the inflexibility of the current four-year structure, the Rhode Island program adds a fifth year to the undergraduate degree, thereby creating room for consistent foreign language and intercultural training. The International Engineering Program, now considered a pilot program by the United States Department of Education, offers students the opportunity to combine the study of German with their engineering discipline, and to graduate after five years with both the Bachelor of Science in an engineering discipline and the Bachelor of Arts in German. Highlights of this program are: 1) Separate German language courses for students of engineering over the first three years of study; 2) A six-month internship in an engineering firm or research institute in a German speaking country during the fourth year; 3) Interdisciplinary engineering courses in the fifth year taught in German by bilingual engineering faculty. 4) Completion of the German major including literature, civilization, and related courses in other humanities departments.

The concept of the **IEP** (International Engineering Program) began first with the joint concerns of the author of these pages, a professor of German, and engineering dean Dr. Hermann Viets. With the support of other engineering faculty who enjoy numerous international contacts and research relationships in Germany as well as language faculty, an interdisciplinary committee was formed and the plan of action drawn. Even though the idea was immediately given strong moral support by faculty and administrators in both colleges, the committee members were very aware that this new curriculum could not be adequately tested without some form of external support. In a time of limited resources for a state university, new funds would be necessary to: 1) Develop and support the teaching of the new German language courses for engineers; 2) Create and nurture the necessary contacts with private enterprise for the assurance of the internship segment abroad; 3) Recruit students interested in pursuing the double degree option; 4) Provide release time for the overall administration of this very large undertaking. For this reason, the first step in the program's development was to determine what agencies, if any, might be interested in funding the internationalization of professional education, and to hope that one such agency might share our enthusiasm for the idea of international engineering.

After reviewing the various possibilities, the committee decided to enter the annual competition for support from **FIPSE** (The Fund for Improvement of Postsecondary Education), the branch of the U. S. Department of Education which describes itself as "comprehensive, action-oriented, and risk-taking."[2] In its descriptive literature, FIPSE welcomes proposals which "seek to make postsecondary education responsive to changes in the nation's economy," and likewise those which "strengthen the liberal arts components of undergraduate professional programs." Believing that an international engineering program would accomplish both of these goals, a proposal was submitted. Although not successful in the first attempt, the committee was encouraged by having been included among the final 100 of an original 2300 submissions. After refining the initial ideas and submitting our proposal once again, we were notified in August 1987 of our success. FIPSE awarded The University of Rhode Island $145,000 over a three-year period to support a pilot project in international engineering linking German language and engineering study.

Although such a program could well be based upon other languages, both the committee and FIPSE believed that a program limited to one language would develop more systematically as a replicable model. At Rhode Island German made sense as this pilot language for several reasons: 1) URI has a German staff committed to teaching German for the professions; 2) URI also is the home of the German Summer School of the Atlantic, a highly successful residential total immersion program subsidized by the Federal Republic of Germany; 3) URI's College of Engineering has several German speaking faculty who are very supportive of the program's goals and active participants in its development; 4) Moreover, German is a wise choice for the second language of our graduate engineers in terms of the world economy. The Federal Republic of Germany is one of our most important trading partners and one of the world's leaders in high technology. Aside from the fact that many American firms do business with the Federal Republic, there are now over 2000 subsidiaries of German firms in the United States. Even though other languages might be an equally sound choice, these facts as well as our contacts with German related private enterprise in Rhode Island strongly encouraged the decision for German as the language of the pilot program.

A distinctive feature of the IEP is its separate German language track for engineering students. Although some would argue that the basics of German language skills cut across all disciplines, the project leaders saw several reasons to work with the **IEP** students as a separate group of language learners. 1) Remaining together maintains the awareness of their common academic and professional goals, and helps them to overcome the potential fear that they as engineers might be out of their element in a German class. 2) Functioning as a group reminds them on an almost daily basis that they are part of an educational experiment, and builds therewith a certain esprit de corps. 3) Since these students share a major subject area and related professional goals, reading material, cultural materials, and general content matter can be oriented to their interests and needs. Even in the first weeks content can be centered on practical daily needs which will face them in Germany during the internship; before long drills can be built around mathematics, physics, and chemistry. 4) By grouping the engineers as language learners, arrangements are also made simple for bringing in outside speakers to address the topic of international engineering: What are the differences between American and European engineers, manufacturers, and business persons? How do the attitudes toward technology and business vary? How can Americans become more effective abroad? 5) Keeping the engineers in a group also facilitates our plan to incorporate team teaching into the German classes. Six members of URI's College of Engineering are fluent speakers of German, who have been eager to participate in the program. As the students get to more complex levels of language learning, the engineering faculty become more crucial. It would be naive to assume that the Germanist trained in linguistics and literature will also be versed in the language of machine design, modern electronics, the finite element method, and so on. The language professional must rely upon his/her colleague from the professional field for technical instruction at this level.

A key segment of the **IEP** is the Internship abroad after the Junior year. After a minimum of six semesters of technical and language-culture studies, students are sent to a professional, paid internship of six months duration with a company or research facility in a German speaking country. The internship is an important educational and motivational element in the entire program; it provides the student with first-hand exposure to the subject area in industry abroad and also enables him or her to use and further language and cultural skills in a native context.

The URI committee views the internship as the program's focal point, but also as the largest challenge in the developmental period. Will we find enough positions? Will the students be adequately prepared? Will the myriad of details be manageable without more staff and resources? Fortunately the University of Rhode Island has had some experience sending students on similar internships in the past. Furthermore, we have already established a good working relationship with several regional international firms on behalf of the IEP. Through the contacts of the German staff with German based firms and the many contacts which the College of Engineering has in business and industry, a growing internship network between the university and business has evolved. Trips to Germany in 1988 and 1989 by Professors Hermann Viets, Dean of the College of Engineering and John M. Grandin, Director of the IEP, have revealed a very strong interest on the part of German firms in our project. Each of the dozen companies visited has agreed to accept interns who meet our standards of at least three years of German and engineering course work with sound academic achievement.

Since internships depend upon the cooperation of private enterprise, and since the very nature of our program is meant to address the needs of the economy, the committee felt it wise to establish an Advisory Board made up of persons outside of the University. It was reassuring to experience an immediate positive response to our invitations to business persons, and representatives from governmental and educational institutions. Members of the German-American business community have supported us enthusiastically; they have visited us, spoken with our students, invited the students for company tours, and agreed to help with internships. To date four of the firms represented on the Advisory Board, which are either American companies with German partners or German companies with subsidiaries here in Rhode Island, have developed a new model of sponsorship for the IEP students. Promising students are employed by these companies as summer interns in Rhode Island after the freshman and sophomore years with the intent of preparing them for a meaningful experience with the company during the internship abroad. This arrangement has many advantages for the program, for the student, and for the companies, who view this as a means of long-term recruiting. It is gratifying to see the extent to which international firms are eager to employ American professional engineers with foreign language capability.

Recruitment of students in the first year. After learning very late in the summer of 1987 that FIPSE would be funding the proposed program, the options for notifying students of the availability of a special beginning German course for engineers were limited. In August a mailing with a return postcard was sent to all 275 incoming freshmen engineers and to most sophomores as well, informing them of the development of this new program. Our committee was very surprised to learn that over eighty students were interested. A quick second mailing with backup registration materials yielded 47 students in two sections of Beginning German for the fall semester. Our committee had anticipated perhaps fifteen students for the first year, and thus was both shocked by and delighted with the response.

Now completing the second year, the initial group of 47 has reduced itself to approximately 20. Some of the students have found that German is more difficult than originally imagined; others have found engineering to be too demanding with the addition of a foreign language; still others have found that engineering and/or university study is not for them at this point. The attrition is natural and to be anticipated; such a program is rigorous and can be appealing, in the long run, only to the mature and capable student. Our committee assumes that the length of the three-year preparation for an internship is the best selection device for official participation in the Program. Experience so far indicates that at least one third of the original group will actually complete the entire BA/BS program.

Recruitment for a new class of beginners for the fall of 1988 and then again for 1989 has been a priority for the program leaders. Notification of this educational opportunity is now sent regularly to engineering applicants and also to all students accepted into URI's engineering programs. We are pleased at the number of inquiries generated by these mailings which indicates the students' eagerness to enhance their program with an international dimension. Our beginning group in the fall of 1988 consisted again of two sections of incoming students, totalling 39, which is approximately 15% of a new freshmen class in engineering; a similar group is expected for fall 1989. Assuming similar responses and attrition in future years, the current total of 64 students in the program is expected to grow to at least 125 students once the full five-year cycle is reached.

The first year German course is taught with two overall goals in mind: 1) Since the students who stay with the program will be going to a practical internship in Germany after six semesters of German, they must be prepared to speak the language. For this reason oral skills are stressed from the first day, and given far more attention and weight than in most traditional college German courses. 2) Since the internship will also address their professional development, the students must become familiar with the vocabulary of mathematics, physics, computer science, chemistry, and so forth. There are materials currently available for this purpose, and it is possible to integrate these subjects, especially math, at a very early stage of language acquisition. Grundkurs Deutsch[3] was selected as the beginning text, since it immediately plunges the student into everyday Germany. Reserving a hotel room, asking the way, hailing a cab, booking a flight, ordering a meal, buying postcards and stamps, and preparing a Lebenslauf are topics that help project the reality of the foreign language on the new student. Once the numbers are learned, the first of the MNF series from the Max Hueber Verlag[4] on mathematics is introduced. The German staff has been surprised at the ease and rewards of teaching math to the first semester German class. Even though we have always taken pains to use non-professional terms to illustrate points of grammar, it now becomes refreshing to replace "ein kleines Mädchen" or "ein grünes Buch" with "ein positives Vorzeichen" or "ein rechtwinkliges Dreieck." It is a bit unusual, and likewise a bit taxing for the German instructor who has long since dismissed algebraic terms from daily thought, to see the blackboard of the German 101 class filled with geometric shapes or mathematical formulas. The latter provide the basis, however, for quickly learned, controlled dialogue and thus positively developing oral skills.

The second year course, taught in the 1988-1989 academic year for the first time, consists of a mixture of traditional and non-traditional instruction, the latter being complicated by the unavailability of suitable reading texts at this level. The traditional part of the course is structural review and vocabulary building based upon German in Review by Vail and Sparks.[5] The latter provides a comprehensive view of the grammar through everyday vocabulary, which is reinforced through related drills on the Macintosh computer.[6] Reading material is primarily from Aus moderner Technik und Naturwissenschaft by Zettl, Janssen, and Müller,[7] which is supplemented by related materials from Jugendscala and the press. The text is unfortunately somewhat advanced for this level, which points to the need for a good technology based reader for intermediate students.

Enthusiasm remains high among the students. They have been pleased with the courses, and also with the variety of extracurricular activities provided by the program. There have been tours of German based companies in Rhode Island; there have been several guest lectures by bilingual engineers as well as by practitioners in the field. In addition to language skills, the students are beginning to learn the differences in attitudes between our two societies regarding business and engineering. Through the guest speakers and occasional grant sponsored lunches with faculty and guests, the students are continually reminded that they are an important group, and part of an educational experiment which could make a substantial difference in their own lives and also to the future of American engineering education. The best sign of the student attitude toward the program is the recent founding of a new student organization on campus, officially sanctioned by the Student Senate: The Society of Students of International Engineering. Through this activity the students themselves are taking the initiative to arrange guest lectures, and other events supportive of the program.

The spring of 1989 brought a very positive development to the program in the form of a two-week study tour of engineering facilities in the Federal Republic of Germany organized and co-sponsored by the German Academic Exchange Service. Application was made to the DAAD under the category "Information Visits by Groups of Professors and Students." Since the DAAD is interested in supporting such tours for groups of students with specific and homogeneous interests and since the International Engineering Program already enjoyed contacts with several engineering based firms in the Federal Republic, our application seemed tailored for this program. Sixteen IEP students thus had the opportunity to preview not only Germany itself, but also several of the firms where they will be spending their six-month internships in the near future. Accompanied by URI Instructor Kandace Einbeck and a tour leader from DAAD, the group was given red carpet tours through a variety of modern industrial facilities from Wuppertal to Friedrichshafen. This trip has played a large role in boosting interest and enthusiasm about the program as well as soothing any anxieties about life in this now no longer so distant land.

A pleasant by-product of the International Engineering Program is the positive response we have received and the relative ease with which the program has been publicized. The press has reacted with several articles,[8] as has the central administration of the university with both moral and fiscal support. Furthermore, through correspondence with prospective engineering students, the College of Engineering is discovering that the IEP is a good recruiting tool. Students can study engineering at any number of schools, but other institutions do not offer engineers the opportunity of international education. Students in our program are convinced that they will have added an entirely new dimension to their education, which will not only enrich their lives, but also create new and exciting career opportunities for them. The committee hopes that this kind of positive reception for a language-engineering program will also be helpful to German teachers in the high schools as they seek tangible reasons to motivate students to stay with their German studies.

What is the future course of the IEP? Over the three-year period of the FIPSE grant, we expect to have the program fully in place and institutionalized. Challenges for the third year will be recruitment of a new incoming class for the beginning course, planning and preparation for the third-year course as well as refinement of the first and second-year courses, and the final placement of the first group of students in six-month internships. Our German speaking engineering faculty are also laying plans for the technical courses to be offered in German in the fifth year of the program. The IEP intends to sponsor, perhaps in conjunction with the American Society of Engineering Education, an international engineering symposium in order to raise awareness regarding the problem and to encourage similar programs to be founded at other institutions. Finally we are launching an effort to encourage the scientific and technical faculty to consider team teaching in the university's general education program with some of the liberal arts faculty. Engineering students will find their way to the arts and humanities more easily when they can see the ties of these subject areas to their own fields. One example is a new ethics course dealing specifically with the engineering profession; another is a topics course in literature focusing on the literary treatment of technology issues.

The German Section at URI has also made a commitment to incorporate special courses for engineering students into its annual intensive, residential summer program, Die Deutsche Sommerschule am Atlantik. The IEP plans in this way to be able to serve the needs of German departments and engineering programs throughout the country who seek intensive German language courses for their students. Insofar as demand develops, the Sommerschule will become a summer resource center for other institutions planning to create similar interdisciplinary programs.

Since the current International Engineering Program is a pilot program, which is intended to serve as a replicable model, our committee sees the current plan as the core of a growing program, both in Rhode Island and elsewhere. Given URI's strength in French and the presence of French-English bilingual engineering faculty, this language and its cultures may well be the basis of our first expansion of the IEP. We are often asked why we have not chosen Japanese as the first language for our program. Although modern society might point us in this direction, we knew that neither our language department nor the engineering departments had the staff or contacts to develop a program in this area. We hope that our model might provide the impetus for another university to found a parallel program with Japanese as the language, just as a university in the Southwest might build a program with Spanish and engineering.

A formidable challenge will be the funding of the IEP administration once the FIPSE grant has expired. Experience has shown that the program requires far more of a commitment than expected, and that a faculty member will have to be granted release time to handle the overall management, from recruitment of freshmen to final career placement. In light of the program's success for both the College of Engineering and the College of Arts and Sciences, and the interest generated throughout the campus, it is assumed that the University will be willing to commit long-term resources to the IEP. Because of the program's successes in the eyes of private enterprise, it is also assumed that external help will be forthcoming. For this reason, the committee is actively searching at this midpoint of the FIPSE support for other agencies and foundations, whose interests might coincide with the goals of the IEP.

Aside from the larger organizational challenges, an outstanding issue for the German Section of the Language Department is how to continue to meet the teaching challenges of the numbers of engineering students who were never a factor in the past, without sacrificing other commitments. This has been achieved on a short-term basis by adding staff in the form of a new instructor and two teaching assistants from Germany through the help of the Institute of International Education. A visiting instructor from the Carl Duisberg Centrum in Radolfzell has also been helpful in introducing our staff to methods and materials used in Germany for teaching German to such special interest groups. The Section has been fortunate to find staff eager, willing, and able to teach to a nontraditional group with the goals described above. For the long-term, however, and for a profession which remains bound to definite traditions, many questions are yet to be answered: 1) Will our profession make room for and encourage young persons who might be eager to specialize in teaching German for the professions? Assuming its institutionalization, will the IEP be able to attract competent and professional German teaching faculty? 2) Will university administrations recognize research in the teaching of German for the professions as a legitimate and therefore promotable area of inquiry? 3) Will the profession accept a program such as the IEP as a proper function of a university German department?

The Rhode Island German Section believes that these questions are all to be answered positively. Firstly, the **IEP** has meant growth and prestige for the German program at URI without sacrifice of any traditional elements of the German program. It has created new challenges and additional courses, it has brought new students, staff, and vigor to the department. The Kafka scholar mentioned in the opening lines has become a program director and organizer, indeed even a speaker at technology forums, but not at the sacrifice of his continued commitment to German literature. It must be remembered that the **IEP** is, among other things, a bridge between technology and the humanities. The next time a Kafka course is taught, the class will have twice as many students, and several who would not have been there without this program.

Our experience at Rhode Island has convinced us that internationalism cuts across all disciplines today and provides a common ground for discussion and action between traditionally disparate groups. The International Engineering Program has demonstrated that it is possible for German departments and professional schools to work together with business, industry and government for the benefit of all. Though this might not have been possible even ten years ago, the evolution of the world economy has provided educators with a set of circumstances which could facilitate a long-term change in American higher education. The time appears right for foreign language educators to consider new alliances on the university campus, and new opportunities to challenge the American monolingual mindset.

University of Rhode Island

Notes

[1] A version of this paper appears in *Die Unterrichtspraxis*, 1989, Number 2.

[2] *Comprehensive Program: Information and Application Procedures; Fiscal Year 1989*, The Fund for the Improvement of Postsecondary Education, United States Department of Education. FIPSE's address is: 7th and D Streets, S.W., Washington, D.C. 20202-5175.

[3] Roland Schäpers, Renate Luscher, Manfred Glück, *Grundkurs Deutsch*, (Munich: Verlag für Deutsch, 1980).

[4] Hellmut Binder, Rosemarie Buhlmann, MNF: *Hinführung zur mathematisch- naturwissenschaftlichen Fachsprache*; Teil 1: Mathematik, (Munich: Max Hueber Verlag, 1978). See also: Rosemarie Buhlmann, MNF: Hinführung zur mathematisch naturwissenschaftlichen Fachsprache; Teil 2: Physik, (Munich: Max Hueber Verlag, 1978). Rosemarie Buhlmann, MNF: Hinführung zur mathematisch-naturwissenschaftlichen Fachsprache; Teil 3: Chemie, (Munich: Max Hueber Verlag, 1978).

[5] Kimberly Sparks, Van Horn Vail, *German in Review*, Second Edition, (San Diego: Harcourt, Brace, Jovanovich, 1986).

[6] Computer drills are developed by our own staff using the MacLang authoring program, developed by Judith G. Frommer and marketed by Kinko's Academic Courseware Exchange.

[7] Erich Zettl, Jörg Janssen, Heidrun Müller, *Aus moderner Technik und Naturwissenschaft*, Second Edition, (Munich: Max Hueber Verlag, 1987).

[8] See, for example, "Teaching German To Engineers," *The Chronicle of Higher Education*," XXXV, Nr. 1 (September 1, 1988): A15.

Foreign Language and International Trade at Southern Illinois University

by E. F. Timpe

The purpose of my presentationat this conference is to provide a case study of the development of SIU's Foreign Language and International Trade program. This is to be done within the framework of the FIPSE dissemination grant to Clemson, the purpose of which is to provide information on how such programs come into existence. The audience for this conference and its publications consists of those who might be interested in starting similar programs at their own institutions. Accordingly, this history of program development is not provided as simply a history per se, but also as a collection of suggestions for those who may be considering such a program.

Although our program was not officially launched until the fall of 1986, interest in combined business and language courses of study go back to at least 1974. In that year we began a bilingual secretarial skills program, jointly sponsored by the Spanish section of our combined Department of Foreign Languages and Literatures, and the School of Technical Careers at SIU. Unfortunately, it attracted very few students. In 1975 one of our Russian professors began offering what must be one of the first courses in the U.S. on Business Russian, and between 1980 and 1982 three of our faculty attended business language seminars in

Europe, one in Paris and the other two in Cologne. The result was that Commercial French was begun in 1981 and Business German in 1983. At this point we had just these courses, but no formalized study program. Students had the option of doing double majors, or declaring special majors, or doing a "secondary concentration" in a language along with a major in business. Of these options the only one that was ever exercised was the double major. To the best of my knowledge only three students ever completed it.

Dissatisfied with this state of affairs, and of the opinion that an integrated, formalized study program with its own degree would much better serve our students, I applied in 1982 to the National Endowment for the Humanities for a consultantship grant. This kind of grant, now discontinued, allows the institution to bring in outside consultants for a specific purpose. Our purpose, obviously, was to formulate some kind of joint program between foreign languages and business. NEH was nonplussed by the inclusion of business in a humanities grant, and they were unable to find on their list of primary consultants anyone with background in both business and humanities. By the spring of 1983, however, these problems had been solved by compromise, and the activities of the grant were under way.

Structure and counsel for the grant activities was provided for by a campus advisory committee consisting of interested faculty from both the College of Business and Administration and the College of Liberal Arts. The formation of such a committee is highly recommendable. It provides varies perspectives, cross-campus publicity, and gives the enterprise some leverage. Essentially this same committee ultimately became the Advisory Committee for the program which was finally established three years later. As a group we met with each of the consultants who came to campus during the spring of 1983. We were trying to decide if there was justification for some kind of joint program, and if so, what sort of program or programs we should attempt to launch. For the answer to the first, we relied on professional journals in which discussions of such programs were appearing, upon the majority of our consultants, and, later, on a campus survey of student interest which we conducted. The low spot in this process was the appearance of a consultant who came to us from Personnel at Monsanto

International. This person, one of six who visited us from academia and industry, represented the hard-line, outdated business perspective. He explained that although 30% of Monsanto's business is conducted abroad, and the company employs 9,500 in work outside the U.S., only about 60 of those are Americans. Bilingual natives constitute the other 9,440. For translating work at the home office in St.Louis the company employs one part-time person who knows eight languages and works for minimum wage. So little were her services used, that she was about to be reduced to part time. Fortunately, other consultants expressed more positive opinions. The most helpful of these was Ray Schaub of Eastern Michigan University. Our committee heard with great interest and growing enthusiasm his description of the Language and International Trade program at Ypsilanti. Ultimately, the committee agreed that an undergraduate program or programs at SIU, not parallel undergraduate and master's programs as at EMU, would be the best choice. Two such programs were formulated—one leading to the B.S. degree in the College of Business and Administration, and the other to the B.A. degree in the College of Liberal Arts. Both used the basic core of business courses, and both had strong foreign language and culture components. The difference was in the emphasis. Two members of our committee, one a Professor of Marketing, the other a Professor of Management, presented the B.S. program to the faculty of their college. It was rejected. The B.A. program proposal in Liberal Arts, however, slowly worked its way up through the Department, the College Council, and the Dean's office. Official approval for a new program does not come in Illinois until after all campus approvals have been received, the staff of the Board of Trustees has recommended approval, the Board of Trustees has voted in its favor, and the new program, submitted to the Illinois Board of Higher Education within the RAMP document, finally receives approval at that level. In order to be included within RAMP, the proposal must be cast into the form prescribed for a "New Program Request." This 48-page document, produced in several versions during 1984 and early 1985, finally cleared the internal hurdles and was submitted to the IBHE in July of 1985. One of the key factors in its getting to this stage was the support of the progressive and internationally-minded dean of the

College of Business and Administration. About the only thing he ever took issue with was the proposed use of the word "Business" in the title of the new program. As he explained, the AACSB would disapprove. For this reason the word "Trade" was substituted. His support during both the gestation and implementation stages of the program was crucial. In the face of total opposition from a School of Business, I believe it would not be possible to establish a program of this nature. Approval from the IBHE came only after their doubts had been laid to rest through long and detailed explanations and several meetings. One of the key factors in persuading them to approve the proposal was a student interest survey which showed that of 740 students who filled out the questionnaires from the two colleges in question, 464 were interested in the program. To be sure, we had sampled only a fraction of the 24,000 students at SIU-C, and chiefly those students from classes which would be likely to express interest in such a program; yet the numbers did their job—they impressed the board staff of the IBHE. There were other important factors involved. I had to find out exactly what other kind of competing programs were available in Illinois. It turned out that there were some other programs but that they were quite different from the one we proposed. These other programs fell into two general categories. The first was a program sponsored by a School of Business, and although this program was called "International Business," it required so little foreign language as to be insignificant (nine hours!), no culture courses, and no internship. The other was a French Commercial Studies program, which was in effect a traditional major in French with some business courses added on. It also had no internship. Our program, on the other hand, consisted of almost a double major(Business and a foreign language), had a cultural component, and required an international internship. We proposed to offer it as a new major in the College of Liberal Arts under the name of Foreign Language and International Trade, in which students could specialize in any of the six modern languages offered within our combined Foreign Language Department (Chinese, French, German, Japanese, Russian, or Spanish).

With some reluctance the IBHE approved our proposal one year later, but only for French, German, Japanese, and Spanish, and without any funding at all. I had made the mistake of requesting annual funding in the amount of only $36,000, not knowing that there was an understanding between SIU and the IBHE that any request for less than $100,000 would be rejected on the grounds that the university should be able to get together lesser amounts from within its own resources. The problem was temporarily and partially resolved when our new dean found $5,000 for an operating budget for the program for its first year, which began in the fall of 1986. In the two subsequent years since then, he has been able, despite financial exigencies, to continue more or less the same basic budget.

With a new program approved, it was necessary to have a director. In accordance with the New Program Proposal, the Director would be determined by the Advisory Committee. I was appointed by them as such, and this was ratified by my chairman and dean. It is my opinion that such a process is preferable to allowing a Department of Foreign Languages to appoint the Director or to making it solely the Dean's responsibility. The appointment should be initiated by those who are interested in the project and concerned about its successful continuance. At the same time, these people should be objective and unbiased. Unfortunately, a department encompasses divergent views of such a program, and until such a program proves itself, there is likely to be some skepticism. Possibly even worse, there is almost certain to be a good deal of apathy. For these reasons I do not think that the department should initiate the choice of a director. Nor should a dean. A director who is simply appointed by the dean is not likely to have the same base of support from his close associates in the program as one whom these associates have chosen. Further, as in all human interaction activities, disagreement can arise. Under such circumstances, one who has been appointed by the dean can be more easily dismissed than one whose situation depends upon approval by a campus committee with ratification by the departmental chairman followed by the dean.

My first problem was to get more funding. There was no need to find students: they found the program. But funding was another matter. I applied for several federal grants, and one of them approved my application. It was the "Undergraduate International

Studies and Foreign Language" program under the Higher Education Act, Title VI (Part A). I requested $55,000 for each of two years in order to make the new FLIT program fully operative and to expand it from its four-language configuration to its maximum approvable level of six languages. The basic activities within the grant were to be faculty retraining and curriculum development. Foreign language faculty, who were now going to have to develop and teach business language courses, all needed to learn about the subject matter of such courses. This was to be accomplished by sending them to the special business language summer seminars in Paris, Cologne, Madrid, or Lyon, by having them audit selected business courses throughout professional meetings like the annual Conference on Languages and Communication for World Business and the Professions, and by having them get oral proficiency and business language certification.

The second grant activity was related to curriculum development. Within this category we were to develop foreign internships for our students, produce a new family of culture courses in which the emphasis would be shifted from history and civilization to the kind of orientation which would enable our students to work with maximum effectiveness within a given culture, and introduce self-instructional language learning modules to be used as an introduction or a review of a particular language. Finally, in accordance with its stated purpose, the grant will have supported part of a second position in Russian for two years. Because of this support, because the University has come to accept the notion that FLIT and the International Business Institute, with possible support from another grant, should present cultural interaction seminars for business people trading with China or the Soviet Union, and because FLIT enrollments for Chinese and Russian are projected to be good according to another survey (fall of 1988), the University and the IBHE approved the addition of Chinese and Russian to FLIT, effective in the fall of 1989. The Department of Education grant which we received was of incalculable value in furthering both this endeavor and the retraining and curriculum activities described above.

As of this writing, FLIT has about 80 majors. We are coming to the end of the first stage of implementation. Some problems have been resolved; others have not. Our graduation requirements have undergone minor changes, we have had problems with our own and other departments in getting necessary courses scheduled on a yearly cycle. As we add new faculty we begin all over with retraining. We still do not have permanent state funding. Developing and managing internships is costly and time-consuming. We do little advertising of our program and no recruiting at this point other than informing Illinois high school teachers of our activities through the departmental Newsletter twice each year. At this stage we are more concerned about program structure and quality than about student enrollments. With University and College budgets being very constrained, we are not anxious to increase enrollments beyond the capacity of present departmental staffing to cope.

Most processes within the program are now working satisfactorily, and the chief obstacle to expansion remains the lack of funding. Soft money can be an enormous help, but it should not be substituted for permanent support. Ideally, a program of this sort should only be started if there is an institutional commitment to it. It may otherwise have only intermittent soft money funding. The attempt to keep a program alive under such conditions imposes excessive burdens on its staff during the dry spells and it cannot flourish under such conditions.

While awaiting solutions to the funding problem, we continue to plan for the future. Implementation of these plans, in the absence of adequate state support, will have to depend upon success in finding outside funding. Presently we are concerned about developing internships for students of Chinese and Russian. The lack of good business language texts is a serious problem about which something has to be done. It would be useful to have a coordinated articulation program whereby community colleges in the state systematically prepare some of their students for entrance into our and other programs of a similar nature. We are trying to devise ways by which scholarships can be established for students going on internships. Expansion into specialization areas which are compatible to FLIT and which are strong at SIU, e.g. Design, Public Administration, Health Services, Film, Radio, TV, or Aviation is being considered. We would like to introduce more stringent admission and retention requirements than the University normally allows. We would also like to see an institute or center established at SIU-C which would nourish the basis of research which is so needed but so lacking in this new field. And, as those who write advertising copy often write, there is more, much more.

Some final words for those who may be entertaining the idea of producing such a program themselves. It is easier to work with a combined Foreign Language Department than with a collection of separate language departments. This sort of program will be more suitable to a campus in which faculty are not antipathetic to applied studies. Connections with a business community are of great importance. The institution within which such an enterprise is initiated should have faculty retraining opportunities already in place. Languages to be used within such a program should already be offered by the institution at the bachelor's level. Finally, and I believe this bears repeating, by the time a program becomes operational there should be strong evidence of a permanent institutional commitment.

Southern Illinois University at Carbondale

A Business College Perspective On Language And Internationaltrade Programs

Gregory P. White

INTRODUCTION

For at least the last decade schools of business have been riding a wave of prosperity with strong enrollments and, quite often, even stronger funding. During the same period, foreign language departments have experienced precipitous declines in both enrollments and funding. Given this present state of affairs, one might wonder why business schools should be willing to cooperate with foreign language departments in setting up a foreign language and international trade program.

I believe there are several "hooks" that a foreign language department can use to attract business school interest. At the same time, however, the foreign language department must understand where the business school is coming from and the constraints under which it must operate.

At Southern Illinois University at Carbondale we have a successful foreign language and international trade (FL&IT) program that is well-supported by the business college. As an administrator within the business college and a member of the FL&IT advisory board, I have a unique perspective on both sides of the fence. The following discussion, based on that perspective, is intended to give foreign language programs some ideas about the opportunities and pitfalls in developing joint programs with business schools.

REASONS FOR BUSINESS SCHOOLS TO BE INVOLVED WITH LANGUAGE AND INTERNATIONAL TRADE PROGRAMS

The Global Marketplace

There's no question the world has become a global marketplace and business students must be prepared to operate within that environment. At present, business schools can do a good job of teaching their students about how U.S. business operates internationally. However, business schools rarely teach their students about the specific details of foreign economies, foreign financial institutions, or the business practices that exist in other countries. Furthermore, business schools never teach foreign languages and infrequently explore foreign cultures in their courses. These are all areas in which foreign language departments can make a significant contribution to the education of students who will be entering the global marketplace.

Internationalization of the Curriculum

Many business schools are very concerned about maintaining or achieving accreditation by the American Assembly of Collegiate Schools of Business (AACSB). Even those schools that are not interested in accreditation will find that much of their curriculum is based on the guidelines promulgated by AACSB.

A major effort is now being directed toward "internationalizing the curriculum." Although no specific means for achieving this end has been specified, the objective is that "every student should be exposed to the international dimension through one or more elements of the curriculum."

L&IT Programs Can Be a Magnet for Good Students

Let's face it, business schools do not necessarily attract all the good students. Individuals who are perceptive enough to realize the benefits of a joint language/business degree may be above average. Giving business schools a chance to get these students in their classes can be an important reason for business schools to cooperate.

An L&IT Program Can Be a Good Feeder to Graduate Business Programs

For most business colleges, graduate programs represent a major source of income. Students who have completed an L&IT program may be excellent candidates for further graduate work after they've been working a few years. While there may be a stigma attached to individuals who complete both undergraduate and graduate degrees at the same institution, that stigma is much less if the degrees are in different programs. Thus, business colleges may see L&IT programs as good feeders for their graduate offerings. Further, students who have completed an L&IT program will often be required to take fewer courses in a graduate business program, enabling them to obtain an MBA in a relatively short time, possibly a year or less.

Cooperation with Liberal Arts Colleges can be Good Public Relations

Many of us in business colleges recall the days when we were regarded as L&ITtle more than vocational programs for students who couldn't get into anything better. Today, business colleges are doing well. Unfortunately, this success has often engendered poor relations between business colleges and other units. I believe most schools of business realize the tide of popularity could easily change, leaving us again scratching for students. For this reason, business colleges should be willing to cooperate, to the extent possible, with other units in developing joint programs.

BUSINESS SCHOOL CONCERNS

The preceding discussion has focused on what I see as several hooks that can be used to attract business school support of an L&IT program. However, you should also be on the lookout for concerns that business schools may have when entering into such programs. The following concerns apply in general to most business colleges.

Turf Trotting

If there is one thing that can get a business college dean over to the academic vice president's office in a hurry, it's any inkling that another unit will be teaching something that ought to be taught in the business college. Part of the dean's concern is based on several points in the AACSB guidelines, discussed later, which require the business college to have administrative control over all business programs. Another part of the business dean's concern is that other units may be trying to capitalize on the interest in business by offering business courses, even though those units may be ill-prepared to teach such courses effectively

In any case, a foreign language program must be careful that titles and content of courses it offers do not duplicate any business college offerings. Probably the best way to avoid such problems is to focus primarily on foreign language and culture, allowing the business college to cover any topics related to business in general. In addition, close cooperation with the business college before implementing any proposed language and business programs would be a good idea.

Limited Space in Business Classes

The faculty resources in most business colleges have not kept pace with increasing enrollments. As a result, business courses are often very full. In fact, it is not uncommon to have 300 or more students in one class. To cope, many business colleges have limited enrollment in their courses to business majors only. Thus, any plans you have to implement a program requiring your students to take business courses may be met with resistance. On the other hand, the business college may be willing to cooperate if your students will be taking courses that have lower enrollments or if you promise to restrict the number of students in your program.

Limited Resources

Business schools in general are often very sensitive about being the "cash cow" of the university as they handle large volumes of students with limited resources. Your plans to implement a program that uses some of these resources may not be accepted graciously if there is no indication the business college will get something out of the deal. To overcome this objection you may want to emphasize some of the reasons *why* business schools should be involved and *how* a joint venture strenghens both language and business programs. You may also need support from your dean or the academic vice president. Some plan to share resources may also help.

Student Quality

Because of strong student demand, business schools have been able to be selective about admissions, often requiring a 3.0 on a 4.0 point scale for entry to the major. As a result, business majors are often very good students and business courses are geared toward such individuals. Unfortunately, students coming from other majors may not be as well prepared academically. You will need to ensure that students in the language program will be able to compete effectively in any business courses they may take.

Prerequisites

Like any curriculum, business courses build upon one another. Do not expect your students to be allowed in business courses unless they have completed the appropriate prerequisites. For many business courses, these prerequisites often include calculus and accounting.

GETTING TO KNOW THE AACSB

The policies followed by most business colleges, and the curricula they offer, are heavily influenced by the accrediting organization, the American Assembly of Collegiate Schools of Business. Even those colleges that are not accredited and have no desire to be accredited often follow AACSB guidelines, which are specified in the publication, *Accreditation Council Policies Procedures and Standards*, and which is available from AACSB's St. Louis office. The discussion that follows is designed to familiarize you with a few of the guidelines that may affect those who want to develop L&IT programs.

Allowable Business Content of Non-Business Programs

The AACSB does not prevent other programs from including business courses in their curricula. However, any program that exceeds a certain percentage of its credit hours in business courses will be expected to meet the same standards as accredited business programs. If not, then the business program could risk losing its accreditation. For baccalaureate programs, the limit is 25% of its course content or credit hours in "subjects commonly available in a school of business." At the graduate level, that limit is 50%.

Requirement for a Broad Business Education

The AACSB also places restrictions on how much business a business program may cover. The purpose of this restriction is to prevent students from taking only business courses. In the AACSB's own words, "The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society, domestic and worldwide." Thus, students must take between 40% and 60% of their baccalaureate curriculum in business and economics. However, they must also take between 60% and 40% in courses other than business and economics.

The Common Body of Knowledge

AACSB also specifies a Common Body of Knowledge (referred to as the CBK) that all students must have. This CBK is broken down into the following five areas:

A. A background of the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organization.

B. A background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations.

C. A basic understanding of the concepts and applications of accounting, of quantitative methods, and management information systems including computer applications.

D. A study of organization theory, behavior, and interpersonal communications.

E. A study of administrative processes under conditions of uncertainty including integrating analysis and policy detemination at the overall management level.

Most business schools have responded to these guidelines by offering one course in each area. Generally, such courses comprise the business core required of all business majors. These are probably the primary courses that your students should take, although it may not be possible for them to get every core course. For example, the FLIT program at SIUC requires students to take approximately 30 hours of the 40-hour business core.

SOME ADDITIONAL WORDS OF ADVICE

Get the Support of Your Dean

In most situations, foreign languages will define a department while business will comprise a college. This means you or your department chair will be dealing with someone at a higher administrative level, the business college dean. However, if your dean supports the L&IT program then that person can work as an equal with the business college dean to gain his or her support. Your dean may also have a much better feel for the political environment and its implications than you would have.

Get Business College Faculty to Support your Program

Every business college probably has at least one faculty member who is interested in international business. Getting the support and cooperation of such individuals can help greatly. At SIUC, the initial committee to develop the FL&IT program included three business faculty who were able to point out problems or pitfalls, suggest appropriate courses, and sell the program to their dean.

Take Advantage of Your Particular Situation

Each college or university has a unique set of circumstances that can be used to foster an L&IT program. For instance, at SIUC, the business college dean, a well-traveled administrator, is very interested in international activities. He also has been interested in fostering joint programs with other colleges. Both these factors were used in our favor to bring about the FLIT program. Although such positive conditions may not exist everywhere, there will always exist some unique conditions that will favor the implementation of a Language and International Trade program.

Southern Illinois University

The Language and International Trade Internship Program at Clemson University: The Vision and The Reality

by Edwin P. Arnold

"Without a vision, the people perish"; these were the concluding remarks of Dr. Patricia Wannamaker's presentation on the development of Clemson University's Language and International Trade Program, delivered at the Clemson Conference on Language and International Trade held in March, 1989. I had a strange feeling as I heard these words because they were the same ones that had crossed my mind only the evening before as I put the final touches on my own presentation. These remarks seem particularly pertinent to the language teaching profession as it struggles to cope with the rapid changes confronting it and our society at large.

Dr. Wannamaker's presentation emphasized the larger vision of combining languages studies with professional emphasis areas in the Language and International Trade Program at Clemson University. In this article I will expand on her comments regarding internships. During the months of planning that went into the development of the L&IT curriculum a paramount consideration was the importance of placing our majors in meaningful internship positions. This component of our program was considered from the earliest conceptual stages of planning to be the underpinning of the entire program, as it had been and still is at Eastern Michigan University, the model which Dr. Wannamaker had sought to emulate in the development of the Language and International Trade Program here at Clemson University.

We initially envisioned that a large number of our Language and International Trade majors would elect to do their internships abroad, provided of course that such an option was available to them. With this objective in mind Dr. Wannamaker made numerous contacts with business firms in Germany and and Switzerland. This seemed a very natural first step in the process of networking because there are numerous German and Swiss firms established in South Carolina, involved primarily in the textile trade. Dr. Wannamaker had considerable experience in this area, having previously served as Director of the International Internship Program at Clemson University. Several German and Swiss companies indicated very early in the process their interest in accepting interns from the Language and International Trade program. But one of the most fruitful trips for this purpose was carried out with the valuable assistance of Dr. Kurt Gamerschlag, Director of the German office of the Council on International Educational Exchange (CIEE) in Bonn, West Germany. We had become acquainted with Dr. Gamerschlag through an invitation he extended me to make a presentation in Bonn dealing with our 10-day trips into the German Democratic Republic. Dr. Wannamaker had already planned a trip to visit companies in Germany and Switzerland during the summer months of 1988. Dr. Gamerschlag, who expressed interest in the CIEE branching out into the internship area, offered to set up an itinerary for us to visit companies which he felt might be receptive to the internship concept. He was very helpful, suggesting important additions or deletions to the list of companies we had intended to visit. Our activities in this area resulted in several opportunities for paid internships for the summer of 1988, with the distinct possibility for a continuation of the relationship in the following years, depending on our ability to fill the positions with capable students. One of the members of our first graduating class did in fact take advantage of one of these internship positions in the summer of 1988, in Switzerland.

We frequently refer to this particular type of internship option as "Plan A," since it embodies most completely our ideal for an L & IT internship: employment in the marketing area of an internationally-oriented firm in the country of the student's language. However, at the outset, we recognized that for a variety of reasons such internships simply would not become a reality for many students in our program. Our second line of action is to place the student in a domestic firm involved in some manner with international trade.

Dr. Wannamaker, through secretarial support funded by a grant from FIPSE, made numerous mailings, targeting those companies specializing in the options open to L & IT majors: global marketing and the marketing of textiles, agricultural products, forest products and tourism. Subsequent to Dr. Wannamaker's retirement I was given primary responsibility for developing the Language and International Trade internship program, inheriting from her several folders of correspondence with domestic and international firms on the subject of internships for Clemson students. With a need for almost four times as many positions in the second summer of the program (summer, 1989) I eagerly seized upon the opportunity to reestablish contact with these companies, especially so in light of the fact that many of the respondents had made very positive comments with respect to accepting a Clemson intern for the next summer (1989). I was greatly disappointed, however, when we sent out new questionnaires to these same companies, since very few internships resulted from them.

I next set out to do several mass mailings to targeted corporations, a campaign which again resulted in a major disappointment to our hopes of placing all of our interns in what we considered meaningful positions. In spite of these failures we are convinced that the contacts made will yield results in the future, even though we were not completely successful in fulfilling our immediate objectives. In the long run, prospects are excellent that some of these corporations will employ our students on a regular basis. Networking, as it applies to the hiring of students in internship positions, is indeed a slow and painful process

An essential ingredient in the recipe for internship development is the availability of travel funds, especially important in the area of international internships. Travel funds at Clemson University were very limited during AY 1988-89. Our grant from FIPSE had run out and the attitude of the university seemed to be that the program should now stand on its own feet. As a result I had to limit my travels during the year, a fact which has undoubtedly reduced the number of internship positions we might have been able to secure given adequate funding. I did make an extended trip to Charleston to visit the South Carolina Port Authority and a number of exporting firms. Two additional trips to export expositions proved especially valuable and I would highly recommend they be included in any general strategy for developing internships. Expositions provide a wonderful opportunity to meet representative from many different companies without the need for extended travel. Brochures can be distributed to interested companies and one can quickly obtain the names of the appropriate individuals to contact at the home office. Equally important is the availability of literature about the various companies represented. We collect such literature and file it in the Language and International Trade office for future reference by students or faculty advisors. Ideally, visits to a number of companies from the same geographical area can be set up from such contacts. Unfortunately, the company representatives attending the booths are not normally in a position to offer a job to a potential intern; nevertheless, they are often quite knowledgeable about the position of their company with respect to internships and can at the very least provide information which can help one decide whether or not it would be wise to pursue further contacts with the company.

It is possible to make similar contacts on campus. Many, if not all, colleges and universities have "Job Fairs" or "Career Days," activities which give students and prospective employers an opportunity to interact in an informal way. Sharing many features with the export expositions sponsored by the U.S. Department of Commerce they offer similar opportunities, though on a much smaller scale. Although few internships have resulted from our activities in this area we nevertheless consider it of paramount important to advertise our program and make it known to as wide a public as possible, especially in these formative years.

An important adjunct to our internship program is the

Cooperative Education Office of Clemson University. Our students must file an application with this Office before proceeding with their internship search. During AY 1988-89 the Cooperative Education Office provided the Language and International Trade program with the part-time services of Dr. Stanley Patterson, on loan to Clemson University from the U.S. Office of Education. He devoted much of his energy to helping our students locate positions and provided through his office valuable support services. Given the similarity of the internship and co-operative education concepts, many companies that previously hired students for purposes of cooperative education have been receptive to the idea of hiring an intern on a one-time basis (Co-op students normally work at least three semesters for the same company between their sophomore and senior years.)

The student-body can be another source of help in locating internship possibilities. In our surveys and subsequent follow-up consultations it became obvious that a surprisingly large number of students on campus had connections to relatives or friends in positions of authority in internationally-oriented companies. In the future we hope to be able to provide more support in locating internships for our majors, though it will undoubtedly always be true that a certain percentage of them will have to locate their own. Nevertheless, our situation was certainly helped in this difficult year by the large number of students who came up with their own internships. Some of the companies employing these students will, we hope, accept other interns from our program in the future.

I should add that the problem of securing internships is by no means unique to our program; the director of another well-established program similar to ours informed me recently that about 10% of the students in his program are unable to find internship positions.

In our promotional video there is a shot of a special ceremony in honor of the some 80-plus foreign nations which are represented on the Clemson campus. As we were considering ways to make contacts with overseas companies I was delighted to learn that a computer listing of every foreign student on campus could be made available to me at no charge by the Office of International Programs and Services. After targeting only students from French, German and Spanish-speaking countries I came up with a short list and sent out letters requesting help in identifying contacts with business leaders in their homeland. Although the response could hardly be called overwhelming it has yielded several very real possibilities for internships.

Members of the faculty have also been helpful in providing us with contacts abroad; in addition, members of the Language and International Trade Advisory Council, which consists of business leaders from around the state, have helped us to gain a foothold in several key companies and agencies that now employ interns and with others which seem interested in setting up such an arrangement. Through these contacts we have also become affiliated with the International Baccalaureate School in Greenville, the first of its kind in the state of South Carolina. Dr. Wannamaker was asked to serve on its Advisory Council during its founding and upon her retirement I assumed her position in the belief that we need to avail ourselves of all existing channels in an effort to broaden our profile among the business and financial leaders of the state. I am very pleased to report that an invitation to speak at a meeting of parents and teachers at a meeting of the International Baccalaureate School has led to several future internship commitments.

As our program has become better known there have been some very encouraging signs. In early February of 1989 I received a call from an officer of the Western South Carolina International Trade Association, inviting me to make a presentation at their April meeting. As it turned out there were approximately 100 business executives present, providing me with a marvelous opportunity to sell our program and make contacts for future internship positions. As the program chairperson remarked in a phone conversation to me, "We need one another." In an effort to further these contacts we have agreed to host future meetings of this group, and anticipate that the visit of these business and financial leaders to our campus will contribute greatly to enhancing our internship program. Incidentally, the main speaker at the gathering, a recently retired President of a major chemical corporation, emphasized the need for a vast upsurge in the study of other languages and cultures. It was, in my opinion, a perfect "plug" for our program.

Prospects for successful networking have been considerably improved during 1989 with the announcement of plans for regional trade centers. Early in 1989 the Chairman of the Language Department and I attended, by special invitation, a meeting in which we were apprised of plans for the construction of a World Trade Center in Greenville, South Carolina, less than an hour from our door. The announcement to the general public was not made until the 6:00 evening news. Since the time of that announcement we have also learned that the application for another trade center in Charleston, South Carolina is nearing approval. We have already established contact with the Columbia Enterprise Park and Foreign Trade Zone in Columbia, South Carolina. While attending an "Export Now" exposition last year, I met the Director of the Columbia Enterprise Park and at her invitation visited the facility, which is still under development. Both the World Trade Center and the Enterprise Park/Foreign Trade Zone hold great promise, not only for internships but also for career employment for our students. I should also add that during the past semester there have been numerous calls from area companies inquiring about our program and, in several instances, students have been placed with these companies.

The requirements for both domestic and foreign placements have been printed in a leaflet, available in English and also in French, German and Spanish translations. The responsibilities of student interns and employers are outlined below.

DOMESTIC PLACEMENTS: EMPLOYER RESPONSIBILITIES

Negotiate an internship agreement with Clemson University.

Select the intern who best suits your company's requirements.

Assign meaningful tasks to the intern.

Provide supervision and guidance in the work assignment and compensate the intern at a reasonable hourly rate.

Provide accident insurance with on-the-job and to-and-from work coverage.

Assist the intern in locating housing.

Certify the intern's employment at the end of the work period.

Evaluate the intern's job performance, if possible.

RESPONSIBILITIES OF THE INTERN

Prepare a resume and cover letter both in English and the chosen foreign language.

Begin the application process in the Cooperative Education Office six-to-seven months before the desired internship.

Inquire periodically on availability of internships.

Accept the chosen internship offer.

Arrange for transportation to the workplace.

Locate housing.

Report for work at the appointed time.

Design and carry out an approved research project (L & IT 400).

Pay the Co-op continuing enrollment fee.

Have sufficient income for living expenses until the first paycheck arrives.

FOREIGN PLACEMENTS: EMPLOYER RESPONSIBILITIES (IN ADDITION TO THOSE LISTED UNDER DOMESTIC PLACEMENTS)

Evaluate the intern's resume and application materials.

Make a written job offer to the successful applicant, which he/she may present to the appropriate Consulate for a work permit and permission to stay in the host country for a specified time.

Compensate the intern with a stipend, plus fringe benefits sufficient to cover minimum cost-of-living expenses.

INTERN RESPONSIBILITIES (IN ADDITION TO THOSE LISTED UNDER DOMESTIC PLACEMENTS)

Demonstrate advanced language proficiency, maturity, independence and self-reliance.

Gain significant work experience prior to application.

Be nominated by the Department of Languages faculty.

Give evidence of high academic achievement at the 300-400 level in at least 12 semester hours in the chosen professional option and 15 hours in the chosen language.

Participate in a study-abroad program, if possible.

Obtain the necessary documents, including a work permit, from the appropriate Consulate.

Maintain health insurance coverage and have an insurance card to validate that coverage.

Although we may make a few changes in these requirements and commitments in the coming year, I don't expect any radical ones. They represent the ideals of an integral and extremely important component of the Language and International Trade Program. The internship program is vital to our program because through it our students are able to apply the theory learned in the classroom to a real business environment. As I have already indicated, the jump in the number of interns from 12 to 45 in one year was an increase which posed numerous problems for us from a logistical point of view. When the L & IT Advisory Committee met in the fall of 1988, it was clear to all of us that alternative arrangements would have to be made available for those who would be unable to locate an internship. The main decision made by the Advisory Committee was the approval of alternative internships, especially study-abroad programs in lieu of work experiences, in conjunction with a marketing research project of a specified length in the foreign language. Our understanding for the substitute internship was that students would gather materials and do research for a research project while abroad, with the resulting paper then submitted to the student's advisor upon completion. Those who spend a full semester overseas in a university or business school environment would get full credit for an internship upon completing a report in the target language. Although we are not entirely satisfied with this arrangement, the fact remains that in the real world one often must make choices that are not always ideal. In placing students in domestic internships, even with internationally-oriented firms or agencies, there always exists the possibility that the student's linguistic experience will be limited. I have heard numerous seasoned business executives involved in international trade urge students to become more acquainted with the cultural environment of other countries. A closer approximation to the ideal internship would be one in which the student studies abroad in a school specializing in business, marketing or exports. We are fortunate to have two students this summer who will spend five weeks in class instruction and guided tours to various industries in France. Upon the completion of this first phase they will be involved in an internship with a local business. In the future we hope to work out additional arrangements with schools and agencies in other countries. In return, we must be able to provide positions here in the U.S. for an equal number of students. Ironically, in the program just mentioned, we could have sent several more students, had we been able to locate them, due to the fact that positions were available here for French students in a similar program at Clemson.

In summary, during AY 1988-89 the students in our program fulfilled the internship requirement in a variety of ways, not all of which were ideal: seventeen students were involved with an internship in a domestic firm; six additional ones were overseas; eleven students did summer study abroad/semester abroad programs, while the remainder either elected to fulfill the internship requirement with a lengthy research paper or postponed fulfilling the requirement. All of the interns must write a report in their chosen language to complete the requirement. It is of interest to point out that several students who have already completed the formal internship requirement through study-abroad substitutes plan to do a regular work internship in the summer of 1990 because they feel it will enhance their chances of locating a good position after graduation.

In conclusion, in spite of numerous obstacles and the crunch of more students to serve that any of us had anticipated I have great confidence in the internship program and anticipate that during AY 1989-90 our placement success will be considerably improved over this year. This optimism is based on our achievements in establishing working relationships with area and regional businesses and on our success in getting the word out to business leaders in the state about our program. We have learned much and have made substantial strides in our efforts to strike a balance between the ideal and the real.

Clemson University

Comments From a Program Officer

by Stanley Patterson

The following comments are based on previous experiences as the Branch Chief of International Studies and Program Officer for Title VI, Part B, Business and International Education in the Center for International Education at the Department of Education, Washington, D.C.

Anyone interested in the resources available to develop international program should contact the current staff in the Center for International Education. The listings at the end of this presentation are intended to direct you to various programs. It is important to become acquainted with program officers who may assist you with an application for funding and with whom you may communicate easily about your particular needs. The program officer will send you an application and guidelines that explain each program. You should also request a listing of previous grants and approvals for funding. This information will assist you to understand the approval criteria of past projects and provide you with information which you can tailor to your own grant proposal.

When you believe you have a worthy project that merits federal funding, discuss it with a program officer to receive initial reaction. After requesting and receiving the program guidelines, first review the enclosed program regulations, secondly get acquainted with established criteria for approval, and finally develop the content of your proposal, according to the guidelines. These regulations will list allowable and unallowable funding activities and will describe how applications will be evaluated for funding.

The written application will generally require a statement about the institution requesting assistance. This may be in the form of an introduction. The major section of the application will include a description of plans, operations, objectives, organizational structures, implementation strategies and other items that would fully describe what you want to do, how you are to accomplish it, and the expected outcomes. You will be asked to describe the following: the quality of personnel to operate the project; the process of evaluation, both quantitative and qualitative, which will be used to determine the success of the project; and the reasonableness and adequacy of the budget. It is helpful to explain unusual or different budget items as a final presentation of your request.

As you prepare to forward your application to the Washington address, it is important to have it reviewed by a person knowledgeable about the government program to insure you have followed and explained all aspects requested by the guidelines. Your application will be forwarded for review where it will be categorized as fundable or nonfundable. If fundable, the review process will determine how you scored in relation to others and if your application is within funding range. Remember, not all applications can be funded due to lack of adequate funds. Try again! Ask for the evaluation of your application. The review comments will assist in revising the application for a resubmission. Most importantly, the program officers are there to assist you in program development. They cannot help if you do not ask for assistance.

INTRODUCTION

The U.S. Department of Education, through the Center for International Education (CIE), administers a variety of activities to expand international and global knowledge in the United States. CIE activities include foreign language and area training, curriculum development, and research. Details about each of these activities, which are briefly described, may be obtained from the appropriate office (indicated by letters in parentheses after each program description). Each description also includes the IMB Catalog number as referenced in the Catalog of Federal Domestic Assistance, as well as the office's address and telephone number.

LETTER KEY AND PROGRAM ADDRESSES*

B - Business and International Education
Telephone: (202) 732-3302

C - National Resource Centers and Foreign
Language and Area Studies Fellowships
Telephone: (202) 732-3299/3279

DDRA - Doctoral Dissertation Research Abroad
Telephone: (202) 732-3298

FRA - Faculty Research Abroad
Telephone: (202) 732-3301

GPA - Group Projects Abroad
Telephone: (202) 732-3294

IV - International Visitors
Telephone: (202) 732-3307-3306

OD - Office of the Director
Telephone: (202) 732-3283

R - International Research and Studies
Telephone: (202) 732-3297

SA - Seminars Abroad
Telephone: (202) 732-3292/3293

U - Undergraduate International Studies and Foreign Languages
Telephone: (202) 732-3290

*Addresses are completed by adding the following:
Center for International Education
Room 3053, ROB 3, MAIL STOP 3308
U.S. Department of Education
Washington, D.C. 20202

PROGRAMS WITHIN THE UNITED STATES

Five programs for individuals and institutions are conducted primarily within the United States. They are authorized by Title VI of the Higher Education Act of 1965, as amended.

The **NATURAL RESOURCE CENTER** Program provides grants to higher education institutions, or consortia of such institutions, to strengthen centers focusing on one world region or on general world- wide topics. Those centers which focus on a single world area offer instruction in that area's principal languages; topic-oriented or general international studies centers are also expected to include language instruction. All centers offer instruction in a variety of other disciplines and in professional schools; they also do research related to the particular world area or topic. (C) 84.015A

THE FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP program offers academic-year and summer awards for advanced students in foreign language and either area or international studies. Allocations for fellowships are made to selected U.S. higher education institutions, which, in turn, award them to individual students. Programs offered by the institutions may be interdisciplinary or multidisciplinary, including fields in the humanities, the social sciences, or other professional studies, and must include study of language(s) of the geographic area of specialization. (C) 84.015B

The **RESEARCH** program provides grants to institutions of higher education, public and private organizations, and individuals to support surveys, studies and the development of specialized instructional material for foreign language, foreign area, and related studies. The program is designed to improve and strengthen the status of foreign language, area, and related instruction in American education. Increased attention is being given to research in testing foreign language proficiency, teaching methodologies, and the development of materials for language instruction in the uncommonly taught modern foreign languages. (R) 84.017

The **UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE** program awards grants to higher education institutions, or a combination of such institutions, to plan, develop, and carry out a program to strengthen and improve undergraduate instruction in international studies and foreign languages. Public and private non-profit agencies and organizations may apply for funds to develop projects which have the potential for making an especially significant contribution to the improvement of undergraduate instruction in international and foreign language studies in the United States. (U) 84.016

The **BUSINESS AND INTERNATIONAL EDUCATION** program provides matching grants to institutions of higher education to promote linkages between such institutions and the American business community engaged in international economic activity. Projects assisted under this program are designed to both enhance the international academic programs of institutions of higher education and provide appropriate services to the business community to expand its capacity to engage in commerce abroad. Each such application must be carried out in active partnership with a business enterprise, trade organization, or association engaged in international economic activity and each application must be accompanied by a copy of an agreement between the institution and an appropriate organization or business. The Federal share under this program for each fiscal year shall not exceed 50 percent of the total cost of the grant. (B) 84.153

PROGRAM ABROAD

Four programs for individuals, institutions, and private nonprofit educational organizations are conducted primarily overseas.

These programs are authorized under Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act).

The **DOCTORAL DISSERTATION RESEARCH ABROAD** program provides assistance for graduate students to engage in full-time Ph.D. dissertation research abroad in modern foreign languages and area studies. This program is designed to aid teachers and prospective teachers and scholars improve their research knowledge and capability in world areas not widely included in American curricula, and enhance understanding of those areas, cultures, and language(s). (DDRA) 84.022

The **FACULTY RESEARCH ABROAD** program is designed to contribute to the development and improvement of modern foreign language training and area studies in the United States by providing opportunities for scholars to conduct research abroad on topics related to modern foreign languages or area studies not commonly taught in institutions of higher education. The program provides fellowships of not less than three nor more than twelve months. (FRA) 84.019

The **GROUP PROJECTS ABROAD** program provides opportunities for U.S. institutions of higher education, State departments of education, private nonprofit educational organizations, or various combinations of these institutions to conduct overseas group projects. These institutions may conduct summer seminars for faculty and/or teachers designed to help integrate international studies into an institution's curriculum in an overseas setting; organize curriculum development teams to conduct overseas programs designed to develop new internationalized curriculum; carry out group research or study for faculty, teachers, and/or students on specific aspects of foreign areas and cultures in a foreign country; and develop and maintain short- or long-term intensive advanced language study projects abroad. (GPA) 84.021

The **SEMINARS AND ABROAD PROGRAM/SPECIAL BILATERAL PROJECTS** short-term (3-8) summer seminars abroad for undergraduate faculty members for colleges, universities, and community colleges whose professional activities primarily includes the teaching of undergraduate introductory courses in the social sciences or the humanities; undergraduate faculty members from colleges, universities, and community colleges whose professional activities primarily includes the teaching of undergraduate introductory courses in the social sciences or the humanities; administrators and curriculum specialists of State and local education agencies at elementary or secondary school level; secondary school teachers in social studies subjects; and teachers of foreign languages (at all levels). This program provides opportunities for qualified American educators working in the fields of the humanities, the social sciences, or the social studies to improve their knowledge and understanding of the people and cultures of another country through study abroad. Upon their return home, participants will be expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public in their home communities. The terms of award include tuition and fees, room and board, round-trip economy airfare from the airport nearest the awardee's home, and program-related travel within the host country. (SA) 84.018

SERVICE

The **INTERNATIONAL VISITORS** program serves as the main point of contact for visits to the Department of Education by international educators of all ranks and in all areas of specialization. Program staff conduct briefings and discussion sessions on education in the United States for individual as well as groups of visiting international educators. In addition, staff recommend and arrange appointments with education specialists within the Department of Education and make recommendations on other visits and appointments appropriate to the visitors' interests, both in Washington and throughout the country. For those educators who are not on U.S. government grants, staff also advise on, and assist in, planning itineraries and arrange visits and appointments throughout the country. (IV)

U.S. DEPARTMENT OF EDUCATION
Washington, D.C. 20202

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The mailing address for all persons listed above is:

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> Program or title
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Clemson University

Program Development and Implementation: The Language and International Trade Program at Clemson University

by Patricia W. Wannamaker

In the early 1980's I became interested in developing a program at Clemson University which would combine language studies with international business. Very early I determined that the development of such a program would be impossible without the establishment of a network linking the Department of Languages with the various business departments. I devised a series of strategies to develop this network, all of which had as their primary goal establishing closer links with members of the business community. I volunteered to serve on most all of the campus committees involved with international business, organized a trade conference which was co-sponsored by the College of Liberal Arts, and initiated a proposal for establishing an international program office on campus. I also wrote a lot of grant proposals. In 1983 the university was awarded a title 6b grant to develop guidelines for an international internship program. Thanks to this grant we were able to establish contacts with a number of multi-national firms and develop support from outside the university for our philosophy of combining language and business studies. Our efforts were rewarded with a number of encouraging responses from prominent business leaders. Also resulting from the Title 6b grant was a monograph which I co-authored on the subject of international internships.

It was during this period that I began to write a grant proposal to obtain funds for the development of a Language and International Trade Program. The model we chose for our program was the one established by Dr. Ray Schaub in the late 1970's at Eastern Michigan University. From the outset I was very interested in replicating certain features of the Eastern Michigan program, especially its humanities orientation and cooperative education exchange; however, it was obvious that if we hoped to obtain any grant monies it would be necessary for our program to have a different slant. Clemson University, being a lang-grant institution, has a history and contemporary focus quite different from that of Eastern Michigan. I began seriously researching the history and role of the lang-grant institution in the United States in an effort to find a different angle which might enhance our chances of receiving a grant. Eventually I decided that the best prospects for success lay in the establishment of a program which would focus on Clemson University's agricultural tradition with the context of todays' global marketplace. These considerations led to the strategy and approach which may be seen in the final grant proposal, published for their historical interest as a part of these proceedings.

My experience with the writing of grant proposals, and their subsequent implementation, leads me to offer a number of observations which others may find useful. While still in the grant proposal stage it is very important to document as thoroughly as possible certain key components. First and foremost, do your research well and make sure that you are not asking to be funded for a program which is already in place at another institution: it is very unlikely that any agency will fund a program which seeks to duplicate a previously existing one. Next, be very precise in laying out the sequence of events because the time line is extremely important, especially so in an approval process which involves extensive curricula changes. Show exactly what you hope to achieve, and by what date. It is very important to project the number of students the proposed program is likely to attract. Finally, provide statements and recommendations which demonstrate cooperation and support from your colleagues in both the language and business departments. Letters of support from important university administrators are extremely important. It would also be useful to attach letters of support from appropriate state agencies.

The development and implementation of a multi-disciplinary degree offering in Language and International Trade requires considerable coordination and cooperation between several components of the university: business school and foreign language departments, and the office of cooperative education. The process is also extremely time consuming and any grant proposal should project release time and secretarial support for faculty and staff from all of the concerned units. In our case there were as many as thirteen faculty members who received release time to work on the grant team, a luxury which allowed us to put together a complex program within a relatively short period of time.

In concluding I would like to thank FIPSE for the degree of cooperation they provided during the actual implementation of the grant. One of the very good things about FIPSE is that they will allow you to make changes to the program and budget during the course of program implementation, so long as the bottom line figure of the budget remains the same. This flexibility is very important because between the writing, funding and implementation stages of a grant some program changes are inevitable.

Finally, I would also like to express my gratitude to everyone who helped in making the Language and International Trade program a reality. A very special note of gratitude is extended to the campus grant team and to the members of the advisory council for the energy and professionalism they brought to the project. Their collective expertise was invaluable in guiding me in the development of the Language and International Trade Program. I am convinced that their efforts have added immeasurably to the academic environment of Clemson University and to the state of South Carolina as both reach toward the twenty-first century.

Clemson University

Land-grant University Curriculum Model which Combines the Technical and Humanistic Elements of an Undergraduate Education Into a Meaningful Whole

by Patricia W. Wannamaker

EXECUTIVE SUMMARY

The Language and International Trade project at Clemson University would be the first B.A. degree program of its kind among land-grant institutions to combine the technical and humanistic elements into a meaningful whole and the first such baccalaureate degree program funded by FIPSE. It would serve as a model for other land-grant and grantee institutions to replicate in the future.

The two-year project (development and implementation), to be housed in the Department of Languages within the College of Liberal Arts, is a collaborative venture among four colleges. Students would choose one of three foreign language tracks—French, German, or Spanish and one technical option—international marketing in agriculture, textiles, or tourism, or a global marketing option. The curriculum includes the development of thirteen new courses in six departments within four colleges.

All of these areas are extremely critical, not only for improving the U.S. balance of payments generally, but in the case of textiles, for helping solve the problems of a severely troubled American industry. The importance of world-wide agribusiness is also of prime concern to a land-grant university, and the third concentration, international tourism, has assumed a major role in transferring wealth into South Carolina from abroad. The fourth option, global marketing, is designed to meet the needs of those L&IT majors who are still undecided as to the specific area of international marketing they will pursue.

The International Internship Program, developed in 1983-84 with matching funds from the Business and International Education Program, would be greatly expanded and fully implemented under the proposed project to provide a sufficient number of internships specific to the needs of L&IT majors in all four technical tracks.

A Business/Government Advisory Council would provide productive rapport with the regional export network. It will serve a dual purpose of providing formative program evaluation and of promoting contacts with multinational firms that will provide the internships for L&IT majors. The second year Clemson would host a conference for land-grant and grantee institutions in order to disseminate information on international curricular models for the twenty-first century. Business and government partners who have signed agreements to support the University in all of these endeavors are: The S. C. Development Board: the Small Business Development Center; the S. C. Department of Agriculture; the S. C. State Department of Parks, Recreation, and Tourism; the Fieldcrest Mills and Clemson's Cooperative Education Office.

All students majoring in the program would follow an area studies or comparative approach; for example, a German-track major would build up expertise in as many disciplines as possible as they relate to the German-speaking markets of the world and to his particular technical option. That major would study German civilization; contemporary German culture on both sides of the Iron Curtain; terminology and syntax in technical German specific to his/her option; cultural considerations that impact on marketing; advanced conversation; and modern German literature, history, geography, economics, marketing, management, and politics.

This degree would blend humanistic and technical learning to develop cultural sensitivity as a marketing tool and as a means to increase international understanding. A graduate of the L&IT program would be able to adapt to a variety of different cultures and markets without being either mentally or psychologically "tongue tied" as Senator Paul Simon has so aptly phrased it.

CONTENTS

I. PROBLEM IDENTIFICATION

II. DESCRIPTION OF PROPOSED PROJECT

B. A. Curriculum in Language and International Trade
New Courses to be Developed
Sample New Course Proposal
Internship Component
Project Implementatikon Support
Cost Effectiveness of Project

III. CLARITY AND EVALUATION OF INTENDED OUTCOMES

IV. CLEMSON'S CAPACITY AND COMMITMENT

V. PLANS FOR WIDER IMPACT

NOTES

APPENDIX

1. Sequence of Events
    Development and Approval of L & IT Curriculum
    Supporting Activities and Implementation
2. Cooperative Agreements
3. Letters of Project Support
4. FIPSE Budget Forms
5. Budget Brfeakdown by Object Class Categories
6. Budget Narrative
7. Projected L & IT Enrollments
8. Institutional Data
9. Selected Course Proposals
10. Partners for Economic Partners Drafts
11. Project Staff Information
12. *International Internships: A Working Model*

Land Grant University Curriculum Model which Combines the Technical and Humanistic Elements of an Undergraduate Education Into a Meaningful Whole

I. PROBLEM IDENTIFICATION

In 1862 the U.S. Congress passed the Morrill Act donating public lands to the states and territories for the establishment of colleges which would "promote the liberal and practical education . . . in the several pursuits and professions in life."[1] These land-grant colleges and universities, including Clemson University, "emerged after the Civil War as forward looking institutions designed to offer training in agriculture, home economics and liberal arts . . ."[2]

The early curricula were predominantly practical in nature, but they did require a significant liberal arts component, including the study of Latin and Greek. Over the past century the trend has been toward specialization of professional curricula, and the original goals have been all but forgotten.

The proposed Language and International Trade (L&IT) degree project addresses this issue in a way that builds on the strengths of the land-grant university's unique mission. This B.A. degree program, to be housed in the Department of Languages in the College of Liberal Arts, would be a collaborative curricular initiative among four colleges—Agricultural Sciences, Commerce and Industry, Forest and Recreation Resources, and Liberal Arts. L&IT majors would choose one of three foreign language tracks: French, German, or Spanish; and one technical option: international agriculture, textiles, tourism, or global marketing. This learner-center project will seek to develop cultural sensitivity as the ultimate marketing tool and as a means to increase understanding among nations. Graduates of the L&IT program would be able to adapt to a variety of different cultures and markets without being either mentally or psychologically "tongue tied" as Senator Paul Simon has so aptly phrased it. Hopefully this global perspective would positively influence the ethical frame of reference on which trust is established among world trading partners.

The new president of Clemson University, Dr. Max Lennon, stresses that "graduates must be able to think clearly, to understand other languages and cultures . . . " He pointedly asks the question: "What are we waiting for to require the study of foreign languages?" These may sound like the words of a humanist, but Lennon comes to Clemson from a position as Vice President for Agricultural Administration at Ohio State University. The grant team is convinced that this president will provide the kind of top-level administrative support needed to ensure the success of the proposed project during the grant years and on into the twenty first century. The time is right to heed Shakespeare's advice and take the wave at its crest to ensure victory.

Many land-grant universities have developed internationally recognized programs in a whole range of technical and scientific fields and to a lesser extent in the humanities. What has, however, been noticeable absent from the curricula of the modern land-grant university is an interdisciplinary degree program which effectively combines the liberal arts with a specific technical discipline.

The proposed project is designed to meet this need and, consequently, could dramatically affect the second century of land-grant education by serving as a working model among the seventy-two land-grant institutions located in all fifty states, plus the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

The number of electives in the liberal arts curriculum offers an ideal setting for the realization of this goal. At Clemson University the total number of semester credits required for a liberal arts degree is 130, of which there are 39 elective hours. There exists also an opportunity to double major or minor across college lines, allowing considerable flexibility for curricular innovation. The College of Liberal Arts is, therefore, the most valid place in which to house the new multidisciplinary program. Not only is this true logistically, but it is also philosophically sound in that it provides a cogent solution to strengthening the liberal arts component of undergraduate professional education at a land-grant institution.

Would it not be more feasible simply to strengthen the liberal arts component of the currently existing undergraduate professional programs at Clemson? That solution seems to be unattainable in the present state of affairs within the curricula of the three technical colleges collaborating on the proposed project. For example, the technical colleges included in this proposal offer majors which could conceivably be revised in order to internationalize the curricula of those colleges and, at the same time, provide a more meaningful balance of the technical and liberal elements of an undergraduate education. Their present degree requirements, however, include on the average only 12.8 semester hours of electives and restrict liberal arts course work to an average 13 semester hours out of an average total of 134.5 hours required for graduation. That constitutes less than a 14% liberal arts component in the average technical curricula under consideration, and this imbalance would require a major overhaul in order to achieve the desired synthesis. Curriculum reform within the major programs of these colleges is certainly overdue and is one of the long-range goals of the proposed project, but the hope for such initiatives would seem to depend on the success of the L&IT degree program. The groundwork for future curriculum revisions already will have been laid with FIPSE support for the immediate development of international courses and within each of the six departments concerned internships specific to the technical options.

President Lennon has challenged faculty and students alike to fulfill Clemson's land-grant mission by gaining a real world perspective, a global perspective. This is exactly what the proposed project is committed to accomplish with its undergraduate degree program in Language and International Trade. President Lennon sees the L&IT program as the kind of programmatic thrust which would promote and benefit from his "partners for economic progress" initiative, a type of mutually beneficial liaison between the university and the private and governmental sectors of the economy. This same frame of reference was at the center of a project two years ago to internationalize the Cooperative Education Opportunities at Clemson. Though still in its developmental stage, this international internship project will be expanded and fully implemented as a required part of the proposed new curriculum.

The project for which we are seeking grant support is designed to help bridge the traditional curriculum gap on the land-grant campus. The most salient point on which the proposed program is predicated is the importance of combining the technical and humanistic aspects of a student's education at a land-grant institution into a meaningful whole. The vehicle for accomplishing this goal is the proposed curriculum innovation that internationalizes the curricula of six departments in four colleges at Clemson.

The proposed project also offers a ray of hope in dealing with our country's troublesome balance of payments deficit. For thousands of years men have used their intelligence to try and free humanity from the mistakes of past generations. Part of the explanation for past failures on the world market and in international understanding is certainly tied to ignorance of who and what the rest of the world really is. Getting to know another country through an in-depth study of its civilization, literature, contemporary culture, language and business practices will give the L&IT graduate a type of cultural sensitivity which can be applied successfully to diverse international marketing problems.

The proposed L&IT degree program not only would integrate a student's technical and liberal studies and equip him to be a more knowledgeable trader on the world market, but the program would encourage a greater number of students to major in liberal arts. Today's students, including liberal arts students, are more career-oriented than in the past. This segment of the student population deserves the careful attention of educational policy makers and would be well served by an L&IT degree program. In fact, the introduction of a similar applied language major at Eastern Michigan University increased the number of foreign language majors from fewer than fifty to more than three hundred in about four years. Today EMU's enrollment totals about 350 majors (BA: 250 and MA: 100). The addition of the proposed L&IT major into Clemson's curriculum would certainly increase the number of liberal arts majors, the increase probably coming from business-oriented students who would prefer the breadth of a humanities degree, as opposed to the more restrictive nature of a business degree. The new major should particularly attractive to non-traditional students who make up an ever increasing percentage of the total enrollment nationally.

The dwindling number of liberal arts majors is a national problem, falling from 28% in the early 1970's to less than 14% (Clemson: 8%) in the mid 1980's. One long-range program objective would be to reverse that trend, with particular attention to the land-grant institution whose liberal arts majors more nearly equal Clemson's eight percent. The grant team judges this to be a worthy goal, and most published data attest to the validity of our conclusion.[3]

Irving Spitzberg, in his article "The Practical Value of the Liberal Arts," reports that AT&T evaluated a group of its management employees in the mid-1970's and again in the early 1980's and found that liberal arts graduates "advanced faster and farther than any other category of employees with bachelors degrees."[4] This is encouraging, but a dichotomy exits. Many large corporations apparently are not influenced in their hiring practices by the proven success of liberal arts graduates employed by corporations like AT&T. One very large American firm indicated that out of 1600 new employees in 1985, only 54 had majored in the arts and humanities.[5] So this problem is two-fold: to develop and market the L&IT degree program to attract more students into a creditable liberal arts offering and to forge linkages with industry and government which will ensure that L&IT graduates have a better chance in the job market.

Such a degree will encompass the best of two worlds—that of the humanist and that of the pragmatist. The L&IT graduate will have had the good fortune of a solid cross-cultural education which increases his potential for understanding his global brothers and sisters, and he will have acquired technical skills with which he can contribute to the economic vigor of the United States on the world market.

Projected L&IT enrollments are calculated to include a freshman class of some 30 majors plus some 20 sophomores and 10 juniors who declare an L&IT major. The latter will be drawn mainly from the large number of undeclared liberal arts majors (130 out of total L. A. enrollment of 957). This should result in about doubling the number of current Language majors (c. 60) by the end of the grant period. These estimates are based on data from the EMU program and supported by the fact that there are increasing opportunities in the southeast and nationwide for employment in some phase of international trade.

S. C. is ranked third among the states on the basis of per capita foreign investment (1983 data), and this accounts for over one fourth of all income in the state. There are well over 200 foreign firms in South Carolina and hundreds more domestic exporters. The Port of Charleston is the eight largest container port in the U.S., handling six billion dollars worth of cargo annually. S. C.'s international sales effort target Europe from the state's Brussels office and the Far East from the Tokyo office. All of this international trade activity has produced and will nurture a network of contacts for internships and permanent jobs for L&IT majors.

The Department of Languages at Clemson University offers French, German, Spanish, Italian, Latin, and occasionally Russian. Majors are available in French (37 majors); German (7 majors); and Spanish (17 majors). Total 1985-86 enrollment in these three primary languages was French at 1,146; German at 320; and Spanish 1,146. The other languages account for the remaining 112 students enrolled for a total 1985-86 enrollment of 2,580 students.

It is currently possible for a language major to minor in business administration, accounting, international studies, or Spanish American area studies or to double major in economics in order to prepare for a business career or graduate study in international business. One problem has been that minors are not listed on transcripts or for job interviews, and the degree title is "Major in Modern Languages." Although a given student in any college with the help of an advisor may fashion an interdisciplinary degree which applies language learning and area studies to a technical field, it is usually very difficult and is not officially recognized as such. That student would be a prime candidate for an L&IT degree. This profile describes some liberal arts students and some technical majors. Both would appreciate a curriculum which correctly identifies what they are studying.

Eastern Michigan University is the acknowledged national leader in language applied to international business at the undergraduate level. The best known programs at the graduate level are probably the American Graduate School of International Management (Thunderbird) and the Master of International Business Studies (MIBS at the University of South Carolina, although EMU and the Lauder Institute are also establishing a solid reputation at this level.

Bowley reported in a 1983 study, "The Foreign Language Policies and Practices of International Business Programs in U.S. Higher Education" that of the 82 undergraduate and 90 graduate programs he surveyed that 51.2% required a foreign language at the undergraduate level compared with only 22.1% at the graduate level. An earlier study (1981) by Radebaugh and Shields had cited only 25% of similar schools as requiring a foreign language.[6] This seems to indicate a growing national awareness of the legitimate claim that the study of languages has in the field of international business. Our profession is deeply indebted to Richard Brod, Director of Foreign Language Programs for the Modern Language Association and editor of the ADFL Bulletin, for his pioneering work and continuing contributions in this area.

The distinctive feature of the proposed project is that the new L&IT degree would go a step beyond the marriage of business to language and would expand into several areas that have not as yet been an integral part of a liberal arts degree program. You might say that the technical disciplines of textiles, agriculture, and tourism are three of the last bastions in the foreign language wastelands. Our colleagues in these departments were eager to begin a dialogue. The future is bright.

The model program which we want to emulate and from which we want to differentiate our own degree is, of course, Ray Schaub's extremely successful program at EMU. The features we will seek to replicate are the management and evaluation aspects, along with the humanities orientation and the cooperative education exchange program. Clemson's proposed degree program will require the development of various types of internships that do not match the EMU profile. This contractive feature will preclude our joining the EMU consortia, but may well lead to our establishing a consortia of land-grant institutions whose needs parallel those of Clemson. As concerns the contrasting elements of Clemson's proposed curriculum and EMU's undergraduate degree program, Dr. Schaub and Mr. Richard Brod have both assessed the differences between the two programs. After consulting with us in January 1986, Brod wrote: "Naturally there are significant differences in the programs, some of them deriving from the obvious differences between the commercial and industrial base of eastern Michigan and that of South Carolina." Clemson's proposed project is tailored to fit the needs of a growing multinational economy in a textile and agricultural setting. Brod reinforces this point in his conclusion that "the basic premises of [Clemson's] program are irrefutable, because they derive on the one hand from Clemson's mission as a land-grant university, and on the other hand from South Carolina's unique record of growth and development in business and industry, including an extraordinary array of internationally based or connected corporations."

Dr. Schaub was the project consultant for Clemson's 1983-84 Business and International Education Program grant ($34,000) to begin internationalizing our Cooperative Education Program. Since that time he has been a trusted advisor and constant source of encouragement. In appraising my proposal for a new degree program, Dr. Schaub concluded "that they are expanding upon our work here [EMU] by applying it to new disciplinary/organizational areas—viz. international agriculture, tourism and textiles—which our curriculum does not include. Thus they are not duplicating our program at EMU . . . ."

It should be noted that the basic requirements of the Clemson curriculum are quite distinctive, especially the new core courses like "Writing and International Trade" which will prepare L&IT majors for the complex English writing skills they will need to communicate inside and outside their company as an international trade professional.

II. DESCRIPTION OF PROPOSED PROJECT

All students majoring in the program would follow an area studies or comparative approach; for example, a German-track major would build up expertise in as many disciplines as possible as they relate to the German-speaking markets of the world. That major would study German civilization; contemporary German culture on both sides of the Iron Curtain; terminology and syntax in business German and cultural considerations that impact on marketing; advanced conversation; and modern German literature, history, economics, geography and international politics. Our hope is that a graduate of the program would then be able to adapt to a variety of different cultures and markets without being in constant culture shock.

That German-track major would choose a technical option in either global marketing, international agriculture, international textiles or international tourism. Each of these fields would include courses in the international marketing of products or resources of that particular discipline. The tourism option would equip graduates "to sell" the United States to a global market of travelers. Agriculture and textiles would prepare graduates to create new world markets for their products or develop new products for their world market. The more general global marketing option is designed for the liberal arts student who still prefers a more general education, albeit a purposeful blending of the liberal and technical elements into a degree program.

The L&IT curriculum includes some twelve proposed new courses which all carry 3 semester hours of credit with the exception of the four introductory technical survey courses which carry one credit each.

All freshman majors will take the 1 credit introductory survey course in each of the four technical areas in order to gain a wide perspective of the whole range of technical options, one of which they will choose to study in depth. A healthy competition among the various departments "to see" their option should assure a complex of lively and interesting classes.

Seniors in all options will be required to take the proposed upper-level course in English, "Writing and International Trade." This unique core course will focus on the flow of documents both within institutions, corporations, and agencies and between these organizations. Students will learn firsthand that communicating well as a professional in international trade demands a variety of skills, including skills in research, graphic communication, oral communication, group writing and electronic communication (e.g. BITNET).

In addition to emphasizing an area-studies approach, the curriculum fulfills both the general education and the L. A. requirements by selecting courses which would strengthen the L&IT degree program, for example, Business or technical writing, World Literature, Economic Geography, and International Politics.

The Language component of the curriculum is oriented toward cultural sensitivity and competency certification in speaking, writing, and reading. The third and fourth year courses in business language will be specifically designed to prepare students for the following business exams:

The Certificate and Diploma in Business French of the Paris Chamber of Commerce and Industry.

The Certificate in Technical French of the Paris Chamber of Commerce and Industry.

The Certificate and Diploma in Commercial Spanish of the Madrid Chamber of Commerce and Industry.

The Diploma in Business German, which is sponsored by the following organizations:

German-American Chamber of Commerce
Goethe Institute
Carl Duisberg Centers (West Germany)
Carl Duisberg Society (USA)

The technical option and the internship go hand in hand in giving the student a competitive edge upon entering the job market or graduate school. Just how competitive the job market is in each of the technical areas must be ascertained by surveying the employment field at the beginning of the grant period. Prospects for employment opportunities in the tourism industry, in the agribusiness allied industries, and also in the general international marketing area seem good, based on the state of the U.S. economy in those areas. The employment picture in textiles is not as optimistic at the present time, but is felt that the expansion of the intern program into that area will pave the way for permanent job offers for these L&IT graduates. We are, however, confident that in the long term the L&IT graduate can make a critical difference in the marketing strategies of the textile industry, thereby helping that industry once more to become a viable trader on the world market.

The proposed curriculum would total 130 semester hours, arranged as follows, subject to faculty approval:

B.A. CURRICULUM IN LANGUAGE AND INTERNATIONAL TRADE

A. BASIC REQUIREMENTS (57 HRS.)

1. WRITTEN COMMUNICATION SKILLS . . . . .9 hrs.
   - a. Eng 101, 102-English Composition (6 hrs.)
   - b. Eng 304 or 314-Business or Technical Writing (3 hrs.)
   - *c. Eng 499/699-Writing & International Trade (3 hrs.)

2. MATHEMATICS. . . . . .6 hrs.
   - a. Math 106-Calculus (3 hrs.)
   - b. Math 301-Statistical Theory & Methods (3 hrs.)

3. SCIENCE AND TECHNOLOGY . . . . 11 hrs.
   - a. Choice of natural science & lab (8 hrs.)
   - b. Applied science in technical option (3 hrs.)

4. WORLD LITERATURE . . . . .6 hrs.
   - a. Eng 207, 208-Survey of World Lit (6 hrs.)

5. SOCIAL SCIENCES . . . . .18 hrs.
   - a. Hist 172, 173-Western Civilization (6 hrs.)
   - b. Geography 302-Economic Geography (3 hrs.)
   - c. Political Science 361-International Politics (3 hrs.)
   - d. History 342-South America, 382-Modern Germany, or 384-Modern France (3 hrs.)
   - e. Choice of 300-400 course1 (3 hrs.)

6. SURVEY OF TECHNICAL OPTIONS . . . . 4 hrs.
   - *a. Introduction to International Agricultural Marketing (1 hr.)
   - *b. Introduction to International Textile Marketing (1 hr.)
   - *c. Introduction to International Tourism Marketing (1 hr.)

*New courses to be developed for L&IT curriculum, but open to all qualified students.

L&IT technical options may be used where appropriate to fulfill these requirements.

B. FOREIGN LANGUAGE REQUIREMENTS (32 hrs.)

1. Elementary Skills . . . . 8 hrs.
    a. French, German, or Spanish 101, 102

2. Intermediate Language . . . . 6 hrs.
    a. French, German, or Spanish 201, 202

3. Advanced Language . . . . 18 hrs.
    a. 300-level Conversation and Composition (3 hrs.)
    b. 300-level Technical Language (3 hrs.)
    c. 300-level Civilization (3 hrs.)
    d. 400-level Contemporary Culture (3 hrs.)
    e. 400-level Conversation and Composition (3 hrs.)
    f. 400-level Language & International Trade (3 hrs.)

C. INTERNSHIP IN LANGUAGE AND INTERNATIONAL TRADE (3 hrs.)

*FL 400: Each student must complete a four to six month internship, either domestic or overseas, in an area related to international business. A faculty member in each student's major field will administer and monitor the student's assignment.

D. UNRESTRICTED ELECTIVES (8 hrs.)

Elective credits could increase from 8 up to 37 or more hours by a student's exempting basic courses in English, Math, Sciences, and Languages. Prerequisites are built into the requirements and will not erode the number of elective hours.

*New courses to be developed for L&IT curriculum, but open to all qualified students.

E. TECHNICAL OPTION (CHOOSE ONE 30-HR. OPTION OUT OF FOUR)

OPTION 1: INTERNATIONAL AGRICULTURAL MARKETING (30 HRS.)

CURRICULUM

AGRIC 105 (2)	Agriculture and Society
AG EC 202 (3)	Agricultural Economics
ECON 211 (3)	Principles of Economics (or ECON 212)
AGRIC 301 (3)	International Agriculture
AG EC 309 (3)	Economics of Agricultural Marketing
ECON 412 (3)	International Trade and Finance
AG EC 420 (3)*	World Agricultural Trade
AG EC 452 (3)	Agricultural Policy
AGRIC 401 (1)	International Agriculture Seminar
MGT 424 (3)	International Transportation & Logistics
ECON 407 (3)	International Income and Employment Analysis(or 410 or 314)

*New Course

INTERNATIONAL AGRICULTURE CONSIDERATIONS

International trade has been identified as a key factor affecting the growth and development of U.S. agriculture. South Carolina is heavily dependent upon the export market, with major shares of wheat, corn, soybeans, cotton, and tobacco being sold overseas. Developing Latin American economies have become a major market for South Carolina livestock and products. Graduates in the proposed curriculum would be well suited to serve the agriculture and business needs of the state and region. Problems emanating from or highly related to the international market will increase in the future. Employers are concerned about the ability of future graduates to meet these needs.

Language training is a key component of the total curriculum package. Because agricultural markets span the globe, students have a range of appropriate languages from which to choose.

Whether they enter business, government, or academia, L&IT graduates will be faced day-to-day with problems origination on the international market. Employers are asking more frequently about the international training and background of our students. If Clemson and the College of Agricultural Sciences are going to forge the future for Southeastern agriculture, programs of this type are going to be needed to train graduates on both the practical and political realities of dealing in the world market.

OPTION 2: INTERNATIONAL TEXTILE MARKETING (3O hrs.)

CURRICULUM

TEXT 321/621	Fiber Science (3 hrs.)
TEXT 322/622	Properties of Textile Structures (3 hrs.)
TEXT 324	Textile Statistics (3 hrs.)
TEXT 440/640	Color Science (3 hrs.)
TEXT 476*	International Textile Marketing (3 hrs.)
MKT 301	Principles of Marketing (3 hrs.)
MKT 402	Consumer Behavior (3 hrs.)
MKT 427	International Marketing (3 hrs.)
MKT 431	Marketing Research (3 hrs.)
MKT 437	Global Marketing Strategies (3 hrs.)

This option is designed to give the student a scientific analysis and evaluation of the properties of fibers, fabrics, and colors and the statistical tools with which to work effectively in the textile industry.Special attention will be given to the principles of marketing as they apply to consumer behavior in the international marketplace.

*New course to be developed specifically for this emphasis area, but open to all qualified students.

INTERNATIONAL TEXTILE CONSIDERATIONS

South Carolina's manufacturing workforce is 43.2 percent textile, the highest in the southeast. Although the textile industry has experienced a dramatic decline over the last decade, it still accounts for the largest share of manufacturing output and employment in this state. The State's economy is inextricably tied to textiles. Textile exports account for 25.4 percent of the State's exports, but only 11 percent of textile production. An in-depth knowledge of foreign markets and consumer behavior patterns in these multinational settings could increase the profitability of textile exports. The lesson already learned is that our American textile industry cannot compete with the cheapest textiles on the world market. The lesson the L&IT major would be ready to learn is how, then, can we develop a sophisticated marketing strategy to meet the needs and demands of the global consumer.

OPTION 3: INTERNATIONAL TOURISM MARKETING (30 Hrs.)

PRTM 342	Introduction to Tourism
PRTM 343	Spatial Aspects of Tourist Behavior
PRTM 444	Tour Planning & Operations
PRTM 446	Community Tourism Development
PRTM 447*	International Travel Perspectives
MKT 301	Principles of Marketing
MKT 402	Consumer Behavior
MKT 423	Marketing Communications
MKT 427	International Marketing
MKT 431	Marketing Research

While the major thrust of the proposed emphasis area is toward marketing inbound travel to the U.S., some students may be employed by international firms—including those based in the U.S.—involved in tourism development outside the U.S. They might also become involved in such projects as the proposed Caribbean Basin Program of the S. C. Sea Grant Consortium, hence the inclusion of PRTM 446.

*New course to be developed specifically for this emphasis area.

INTERNATIONAL TOURISM CONSIDERATIONS

Tourism is a major generator of export dollars, second only to the category of chemicals and allied products. The Division of Tourism in the S. C. Parks, Recreation, and Tourism Office (SCPRT) has a modest European marketing program. It is currently solely dependent upon one individual retained on contract (part-time) in Germany as promoter for the State. No one in the Division of Tourism in S. C. or most other states has the necessary background to effectively market and sell individual states. The need to rectify this shortcoming becomes more critical as the U.S. Travel & Tourism Administration (USTTA) appears to be phasing out under the current federal budget proposal. USTTA is presently the only major source for international tourism research and marketing efforts. There also is no educational program extant in the Southeast which prepares students for careers in international tourism marketing. Such a program would benefit the balance of payments of S. C., the region, and the nation, while preparing the L&IT graduate to compete in the international job market.

The program would involve bringing together a cluster of courses, with at least one new course, appropriate to the needs of a student in the International Tourism Marketing emphasis of the Liberal Arts degree. Choices for the cluster would be developed in SCPRT working specifically with the department's European Marketing Program. Overseas internships would also be developed, at least one with Risbecker International in Stockholm, Sweden for practical experience with the European market. Based upon the experience with the European market program, other internships might be developed for other regions of the world which contain significant numbers of potential inbound U.S. visitors.

OPTION 4: GLOBAL MARKETING (30 HRS.)

CURRICULUM

ACCT 200 (3)	BASIC ACCOUNTING
ECON 211 (3)	PRINCIPLES
ECON 212 (3)	PRINCIPLES
ECON 412 (3)	INTERNATIONAL TRADE & FINANCE
MGT 301 (3)	PRINCIPLES
MGT 423 (3)	INTERNATIONAL BUSINESS MANAGEMENT
MGT 424 (3)	INTERNATIONAL TRANSPORTATION AND LOGISTICS
MGT 30 (3)	PRINCIPLES
MGT 427 (3)	INTERNATIONAL MARKETING
MGT 437 (3)	GLOBAL MARKETING STRATEGIES

*New Course: This technical option will focus on three basic areas: economics, management, and marketing. The student will also study the basic principles of accounting. Topics will include trade theory, global commercial policy, balance of payments, multinational corporations, exporting, importing, foreign investment, logistics support systems, and consumer behavior in the global marketplace.

GLOBAL MARKETING CONSIDERATIONS

Dennis P. Lockhart, vice president of Citicorp, Inc., is quoted by Claire Gaudiani as saying: "As a business culture, we are not sophisticated internationally. We need to become more attuned to the psychology of international sales . . . since language is the primary carrier of culture, proficiency in a buyer's language achieves the double objective of a medium of communication and medium of insights into cultural attributes which affect the sales situation. Respect for culture is a powerful selling tool. There is no stronger means to convey respect for culture than language proficiency."[7]

George G. Parker of Stanford Business School recently called for a partnership between the nation's liberal arts and business schools in order to meet the demands of an expanding world market. Parker cites the growing threat to the survival of American businesses that cannot compete in the world marketplace. "Managers in the next century simply must understand foreign cultures, languages, politics, and business practices,"[8] Parker concluded.

NEW COURSES TO BE DEVELOPED

Course development is the backbone of the proposed curriculum. These thirteen new courses are designed to meet the special needs of the L&IT majors, but the will also serve to internationalize the curricula of four colleges for the benefit of the entire student body of some 12,000 students.

*1. ENG 499/699	WRITING AND INTERNATIONAL TRADE (3 hrs.)
2. FREN 400-LEVEL	FRENCH AND INTERNATIONAL TRADE (3 hrs.)
3. GER 400-LEVEL	GERMAN AND INTERNATIONAL TRADE (3 hrs.)
4. SPAN 400-LEVEL	SPANISH AND INTERNATIONAL TRADE (3 hrs.)
5. PRTM 447	INTERNATIONAL TRAVEL PERSPECTIVES (3 hrs.)
6. AG EC 420	WORLD AGRICULTURE TRADE (3 hrs.)
7. TEXT 476	INTERNATIONAL TEXTILE MARKETING (3 hrs.)
*8. FOR LANG 400	INTERNSHIP IN LANG. & INT'L. TRADE (3 hrs
9. MKT 437	GLOBAL MARKETING STRATEGIES
10-13	INTRODUCTORY SURVEY COURSES (1 hr.)

Housed in the several participating departments and designed to give each L&IT freshman a broad perspective of the whole range of technical options from which he may choose:

*10 AG EC 200	INTRO TO INT'L AGRICULTURAL MARKETING (1 hr.)
*11 TEXT 200	INTRO TO INT'L TEXTILE MARKETING (1 hr.)
12 PRTM 200	INTRO TO INT'L TOURISM MARKETING (1 hr.)
*13 MKT	INTRO TO GLOBAL MARKETING (1 hr.)

*New core courses to be required of all L&IT majors

SAMPLE NEW COURSE PROPOSAL

I. CORE COURSE: WRITING AND INTERNATIONAL TRADE—ENGLISH 499/699 (3 hrs.) Prerequisites: English 101, 102, a three-hour 200 level English course.

WORD OF EXPLANATION: There are few if ANY such courses designed specifically for students who are preparing for careers in international trade. The professor is prepared to describe the course carefully, document what goes on, and present at national conferences. She is prepared to conduct survey/other research to see how this competency is valued by students and employers. When the project is funded, she will invite a group of 5-8 international trade professionals plus a graphics designer to serve as consultants as the course is shaped. This group will be invited to serve for two years: their responsibilities will include visiting the class as guest lecturers and workshop leaders, reviewing (not evaluating) student work. The make-up of the group of consultants will change every year, with one consultant serving for two years to establish some continuity.

We would use this course as a pilot for developing short courses and workshops for the international trade community and also for the professional development of the grant team itself.

COURSE DESCRIPTION

Rationale: International trade depends on the flow of documents both within institutions, corporations, and agencies and between these organizations: most of the documents between institutions are written in English. Students who plan careers in international trade should be usually well prepared to assume the complex writing tasks they will encounter in their technical specialties. They should be especially sensitive to the implications of multi-cultural audiences similar to those with which they will deal as professionals. Further, they should be aware that communicating well as a professional in international trade demands a variety of skills, including research skills, graphic communication skills, oral communication skills, group writing skills, and electronic communication skills. They should view writing as a complex skill they must master if they are to function effectively in the world of international trade.

The class will be conducted as a writing workshop, with guest lecturers and workshop leaders an important component. Students will join management/writing teams, working cooperatively, although their projects will be individual efforts. The class will meet regularly in the Daniel Hall Computer Lab. There will be two major projects, a mid-term performance review, and a final examination.

COURSE OVERVIEW

1. Students will study the problems that documents present to readers and study what makes documents more understandable and more effective. They will learn techniques for text and audience analysis, using a process model for information development and design. Students will consider issue of translatability, increasingly important in the exchange of technical information:

Texts: *Style: Ten Lessons In Clarity And Grace*, Joseph Williams
Scott, Foresman

Guidelines For Document Designers
Editor, Dan Felker
American Institutes for Research, Washington, DC

2. Students will form a "company" through which they will market their services as writers and information designers. They will:

*Find a "client'
*Identify a poorly written document or set or documents in actual use in their technical options;
*Revise and field-test the documents;
*Present the documents to their clients for possible use.
*Translate if necessary into the target language.

This practical, demanding exercise will give students experience in all of the complex communications skills they will encounter when they graduate—and do so in a non-academic context.

We will develop a core group of potential "clients" from among the international corporations in the region of South Carolina, many already a part of our international internship network.

Text: *Writing in Non-academic Settings*
Lee Odell and DixieGoswami, Editors
Guilford Press

3. Students will read and critique a set of articles on cross-cultural communication issues. They will prepare several documents for designated international readers and prepare oral presentations for these audiences.

4. Students will receive systematic instruction in the design and preparation of visual materials, a critically important aspect of international (especially technical) communication. Students will have a chance to make and critique visuals. An expert in electronics graphics design will lecture and conduct a workshop.

5. Students will develop expertise with a word processing program with capabilities for text editing. They will also write frequently to each other and to the instructor (informative, first-time-final messages) as they would in actual work settings.

6. A recent survey at the University of Michigan revealed that only about 8% of 167 seniors in technical majors had even looked at basic research sources. Students in this course will review technical information sources available in library, use data bases, and use and design information bases.

7. Students will prepare job-hunting portfolios, based on research on careers in internationbal trade.

8. Students will prepare detailed performance reviews. NOTE: We will look to regional industry involved in international trade for speakers, documents, workshop leaders, and for general reinforcement of the course's goals.

INTERNSHIP COMPONENT

In recent years a few schools have instituted international internship programs, the best known being at the University of South Carolina and at Eastern Michigan University. Neither of these programs have included placement in positions relating to textiles, agriculture, or tourism, the focus of Clemson's proposed degree program.

It would be possible to cooperate with EMU's intern exchange, once our degree program is fully operational, but it might be difficult to meet the specialized needs of our majors through EMU's more general business approach. For this reason, we have decided that our present International Internship Program should be expanded into the specific technical areas in which our majors need a practicum in order to meet their degree requirements.

The original intern project, developed in 1983-84 with matching funds from the Business and International Education Program, was designed as an option under the Cooperative Education Program and did not include placement of foreign students into U.S. firms, but we are considering adding this feature to our expanded program. This pilot program was open to students from all disciplines, but it was generally difficult to place liberal arts students because they had no technical skills. An exception proved to be English majors with technical writing and computer science skills who are working with IBM in Atlanta. Student interns in the areas of engineering, accounting, economics, agriculture, economics, and computer science have been employed by Robert Bosch Corporation, The Foreign Agricultural Service, The S. C. State Ports Authority and Essochem of Holland. The first Bosch intern, a computer science major and German minor, is currently working a seven-month internship in Stuttgart. This Bosch/Clemson agreement is the kind we seek to replicate for the agriculture, textile, and tourism students in an expanded intern program. Business firms are simply looking for interns with special technical skills which liberal arts majors do not normally have.

Our Title VIB experience has led us to conclude that there is great potential, now and in the future, for majors in liberal arts who combine a L. A. degree program with an area of technical expertise and an internship laboratory.

The new degree program would produce majors who do fit the profile of employable interns. In fact, grant team members from the six participating departments are already working with contacts within their industries in order to place interns in appropriate positions. Cooperating agreements to support this curriculum component have already been signed with the S. C. State Development Board, the S. C. Department of Agriculture, the Small Business Development Center, the S. C. Department of Parks, Recreation, Tourism, Fieldcrest Mills, Inc. and Clemson's Cooperative Education Office. We should also like to reaffirm our long-standing cooperative arrangement with the Columbia, S. C. District Office of the U.S. Department of Commerce International Trade Administration.

PROJECT IMPLEMENTATION SUPPORT

Deans and department heads from all four colleges have pledged their full support for the development and implementation of the proposed L&IT degree. Our new president, Dr. Max Lennon, has given an enthusiastic endorsement to our efforts and assured us that the L&IT program will be financially secure once the grant funds are depleted.

A "letter of intent" has been filed with the S. C. Commission on Higher Education, and an appointment has been granted to discuss the implications of our proposed project on higher education in this state and in the nation.

The signed agreements with business and government partners agreements of will be indispensible to our successfully implementing the new degree program with its requisite internship component.

The proposed project has assumed a major role in President Lennon's "Partners for Economic Progress" programmatic thrust. The grant Director and Co-Director have been designated as campus-wide team leaders in the development area of "International Marketing." This should have both a short-term and a long-term impact on the success of the L&IT program since our leadership in this area has already been validated. This should help to alleviate any bottlenecks in the departmental, college, and state approval process.

COST EFFECTIVENESS OF PROJECT

Whenever a consortium of four colleges, six departments, nine faculty, numerous administrators and business/government partners agree to pool their brain power and resources, the end result should certainly show a substantial cost sharing and cost saving.

The start-up costs for any project are always high, especially for such a comprehensive program as Clemson is proposing. However the costs will level out once we have: developed the new courses and materials; re-tooled the participating faculty; secured sufficient numbers of area-specific internships; recruited a large group of qualified majors; and disseminated nationwide the Clemson model.

We are requesting FIPSE funding in declining dollar amounts and expect non-federal funding to provide 50% support the first grant year, over 65% the second grant year and 100% thereafter. The business/government partners who help develop and provide the internships will be making that segment of the budget increasingly more cost effective so that FIPSE's funding of the initial travel budget will see tangible results. Another positive feature is that we would be building on the experience and expertise already gained under our Title VIB grant and enjoying the contributed service (20% effort) of the Co-op director.

Providing the multinational firms and agencies with graduates who are proficient in language and marketing skills will save the private sector many dollars which would normally have to be invested in company programs to train the graduates they hire to be productive employees in an international setting.

At least one of the new core courses, "Writing and International Trade," will be used for multiple purposes, thereby compounding its cost and program effectiveness. This course will be required of all L&IT majors and open to all other qualified students (undergraduate and graduate). In addition, it will be used as the syllabus for a grant-team professional workshop during the first grant year in order to be sure that we all start with a common body of knowledge ourselves. At a future time this same course will be adapted for business personnel at trade conferences and teachers at summer workshops and professional meetings.

III. CLARITY AND EVALUATION OF INTENDED OUTCOMES

The foremost goal of the project is to construct a viable alternative to the present liberal arts curriculum or technical curriculum choice which undergraduates must make. This mutually exclusive dilemma is outdated and in need of reform. The L&IT degree offers a comprehensive solution which could have a dramatic effect on higher education for many years to come.

Data will be collected from numbers and profiles of majors recruited, numbers and types of internships developed, student evaluations, alumni surveys, intern employer interviews, program consultant advice, faculty and administration suggestions, and an Advisory Council composed of business, government and university members. All of this formative data will be analyzed and published in an in-house briefing paper to be used in bi-weekly full staff meetings. A procedures manual will be written by the project director as the project progresses through the grant years so that other institutions may replicate the positive features and avoid the problem areas. This operations manual will be divided into month by month sections which clearly indicate a sequence of activities and develop a strategy to make the project work. This approach will ensure the construction of a tested time line of priorities and will automatically build into the project a formative evaluation scheme. The writing of this step-by-step manual will increase the efficiency and effectiveness of the Clemson project, and the subsequent use of this manual will eliminate part of the guess work for those who wish to replicate.

The systematic and objective collection of formative data will be a good source of workshop material and a tremendous asset to the final summartive evaluation during the final months of the project. This working manual will be edited and published as a program monograph and distributed at cost nationwide. Advertisements to that effect will be placed in appropriate professional publications. One section of the monograph will be devoted to case studies of some five L&IT majors from each language area or technical option. These students will also be tracked for at least five years after graduation in order to include their early employment history in a future publication of selected student profiles in the L&IT program. Other sections of the monograph will detail the full development of the intern network and the outlining of new course descriptions.

The most exciting result of the proposed project will be the dialogue among diverse liberal and technical faculties and students that will be set in motion. It will be like a mighty chorus whose various voices, though of differing timbre and intensity, can be orchestrated into a thing of value. One selection on the grant program will be a collection of new international course offerings; the feature selection will be the grand symphony of program approval which has progressed from the lowly department level through the college, university, and state commission channels. All must be discussed, constructed, revised, and negotiated into a fitting pattern of curricular harmony. Only with FIPSE funding will that be possible under the baton of the project director. The program notes also include a figure of internships, faculty professional development, recruitment, advising, professional conference networking, and campus enrichment activities. The final concert develops a theme of program information dissemination which echoes the sweet sounds of curriculum reform across the nation through professional presentations and workshops.

IV. CLEMSON'S CAPACITY AND COMMITMENT

For the past several years the project director has been involved in several successful curriculum innovations. In 1980 she co-sponsored the original International Studies minor and for the past two years she chaired the College of Liberal Arts International Studies Committee which revised and enlarged the scope of the I.S. minor to be more interdisciplinary. This revision included two new courses, a "Global Perspectives" core course and a "Comparative Social Systems" course. Other course development she has sponsored or co-sponsored have been French, German, and Spanish for graduate students; German chorus lab; and situational German, French, and Spanish for technical majors. As present chair of the University International Studies Committee, she has directed a campus-wide international studies status report and needs assessment which will be published later this summer. Ray Schaub has described her as "one of the most competent professionals I have ever met."

The project director, Co-Director and Director of Cooperative Education also administered the 1983-84 Title VIB grant which prepared the way for the present proposal. The attached vitaes will indicate that they, along with the other seven participating faculty, constitute an unusually well qualified and diverse grant team. Among these professionals is an Alumni Professor of Spanish, a

Sirrine Professor of Textiles and the Director of the Language Lab.

The grant team member from English has been the Coordinator of the Graduate Program in Writing at the Bread Loaf School of English at Middlebury College since 1979 and has co-directed six recent grants, two of them funded by FIPSE. This same professor and also another member of the team will use texts in their L&IT classes which they have (co) authored.

Concurrent Liberal Arts grants which should add strength to the L&IT program are a $1,200,000 NEH Challenge Grant, "The Humanities and Cultural Literacy" (1986-89); a $200,000 Kellogg Foundation Grant, "Agricultural Literacy" (1984-87) and its spin-off grants like "Agriculture Specific Spanish Teaching Materials" which provided access to the Illinois' AGSPAN network; and three Language Department grants: a College Board Educational Equality Project, a $38,280 Federal Education for Economic Security Act grant for summer language camps for high school students of French, German, Russian, and Spanish and for the FLES program, and an Advanced Placement Institute grant for high school teachers of French, German and Spanish.

Other resources that are committed to our project are the U.S. Department of Commerce (Columbia office); the State Development Board, the S. C. Department of Parks, Recreation and Tourism, the S. C. Department of Agriculture; the Small Business Development Center; Fieldcrest Mills and the Strom Thurmond Institute of Government and Public Affairs (see Appendix). The Office of International Programs and Studies of the National Association of State Universities and Lang-Grant Colleges will serve as a nexus between Clemson's L&IT model and nationwide dissemination.

All needed facilities, equipment, and human resources on campus will be available to the project team to carry out the terms of the grant, and the University has pledged to bear well over 50 per centum of the non-federal share of the direct costs and most of the indirect costs. Costs-sharing rations (FIPSE/non-federal) are 50%/50% the first grant year; 33%/67% the second year; and 43%/57% for the total grant period. The non-federal portion will rise considerably when the $306,084.40 new lab/media center is funded.

Through the University computing network we have access to

IBM and VAX, and through these resources, to Telnet, Bitnet, Ethernet. The L&IT majors, of course, will be our greatest resource as they leave the program to assume positions of leadership in the business world and take with them a sound liberal arts education and a healthy exposure to the international marketplace.

Clemson is currently gathering information relative to submission of an application to establish a permanent interdisciplinary International Trade Development Center under federal matching grants to states for such institutes at a land-grant institution. This type of institute would provide a great reservoir of support for the L&IT degree.

V. PLANS FOR WIDER IMPACT

The prospects that the project will become a permanent part of the University curriculum and that it will help effect curriculum reform elsewhere are judged to be excellent based on supporting data throughout this proposal. Others would have access to our work through an appropriate electronic network (e.g. Bitnet).

The L&IT project would be the first of its kind among the seventy or so land-grant institutions all across this nation. The dissemination of the Clemson model to this national audience would be accomplished through the National Association of State Universities and Land-Grant Colleges. Clemson would host a special land-grant conference in the second year to explore new directions in curriculum development and would also publish and distribute nationwide a program monograph in order to encourage project replication. Project team members would make presentations to national and international conferences, parent-teacher groups, trade councils, and minority clubs. The grant team member in French is the state consultant for a College Board project, "Educational Equality," which targets the disadvantaged and minority students to prepare them in basic academic competencies needed for college-level work. A special recruiting effort will be focused in this area. The international internship component of the project will have an immediate impact upon the regional export network and will ultimately benefit multinational firms around the world. The internship program, initiated in 1983-84 with matching funds from the Business and International Educational Program, would be greatly expanded and fully implemented with FIPSE support, in order to place L&IT interns into international trade related work in their special options.

Business and government partners who have signed agreements to support the University in all of these endeavors are: The S. C. State Development Board; the Small Business Development Center; the S. C. Department of Agriculture; the S. C. State Department of Parks, Recreation, and Tourism; the Fieldcrest Mills; Clemson's Cooperative Education Office, and the Strom Thurmond Institute. An Advisory Council from this group will help the grant team identify the legitimate concerns of the world trade community.

The most significant outcome of FIPSE funding will be the impetus given to the long-standing efforts of the project director to bring many diverse technical and humanistic elements together to create something really worthwhile in undergraduate education, a merger of the liberal arts and the vocational interests of students. The thrust of the L&IT program, like a stated goal of the NEH Challenge Grant, would be "to enhance the capacity of the humanities to communicate the nature and value of foreign languages and culture to the field of international business."

Notes

[1] *The Leading Object* (Washington, D.C.: Office of Research & Information, National Association of State Universities & Land-Grant Colleges) 1.

[2] *National Association of State Universities and Land-Grant Colleges* (Washington, D.C.: Office of Research & Information, National Association of State Universities & Land-Grant Colleges) 3.

[3] R. C. King, "The Changing Student," National Forum: *The Phi Kappa Phi Journal* Vol. LXV, No. 3 (Baton Rouge: Phi Kappa Phi, Summer 1985): 23.

[4] I. Sptizberg, "The Practical Value of the Liberal Arts," *Perspectives: Expanding Horizons in a Shrinking World* Vol. 16, No. 1 (Columbus: AGLS. Spring 1986): 8.

[5] "Practical Value of the Liberal Arts," 8.

[6] B. Bowley, "Support for Foreign Languages in International Business Programs," *ADFL Bulletin* Vol. 16, No. 3 (N.Y.: ADFL, April 1985): 38.

[7] D. P. Lockhart, "Language Skills and International Business Skills: The Bottom Line," *Foreign Languages and International Trade: A Global Perspective*. Ed Samia Spencer. Cited in *ADFL Bulletin*, 16, No. 1 (September 1984): 23.

[8] George E. Parker, "Business, Liberal Arts Should Link" In *Higher Education and National Affairs*. (May 19, 1986) 11.

Federal Funding of Language and International Programs
Some Do's and Don't's of Grantsmanship

by Helene Scher

I have reason to be pleased to address a group of faculty and administrators concerned with furthering programs in language and international trade. As a college language professor working toward expanding the horizons of a department all too exclusively oriented toward literary study a few years ago, I was made to feel self-consciously aware of belonging to a relatively rare academic breed. Fortunately, the breed has meanwhile experienced such a healthy increase in numbers that by now it is no longer endangered, though clearly still in need of support. My work as a program officer at FIPSE has only strengthened my long-held conviction that the scope of language study should be broadened. Recent developments in that direction, e.g., the introduction of internationally oriented joint degree programs such as language and international trade, also augur well for our nation's political and economic well-being. I am thus delighted to share with this

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[*] *The author is a program officer at the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education. The opinions expressed in this paper are her own, however, and are not to be taken as policy statements of the Department.*

particular audience what I have learned since leaving the academy about sources of support for projects in language and international studies.

The following remarks present an overview of the most important funding sources for the interests of a group committed to developing new programs in language and international studies. Because the focus of this conference is on curricular reform, I have excluded information about fellowships for individual scholarly research. Instead, I discuss sources of federal support for action-oriented, learner-centered projects, that is, for curricular reform, faculty development, and other institutional improvement efforts in language and international studies on the postsecondary level, paying special attention to FIPSE. (For a listing of all programs mentioned, with addresses and telephone numbers of contact persons with expertise in language and international studies projects, please see appendix.) Drawing on my experience as a program officer, I conclude with some advice on the do's and don't's of grantsmanship.

The U.S. Department of Education's Center for International Education (CIE) is the primary source of federal funding for language and international studies. CIE administers the various Title VI programs as well as four of the Fulbright programs. The six programs authorized under Title VI of the Higher Education Act of 1965, as amended, are conducted primarily within the United States; the four CIE-administered programs supported under the Fulbright-Hays Act are conducted primarily overseas. Over the years the various CIE programs have had their ups and downs, and most have also suffered from chronic underfunding. They have nevertheless had great impact on American education, because for years they were the only federal programs supporting language and international studies.

The largest and best known Title VI program is the National Resource Centers program which gives grants in three-year funding cycles to higher education institutions, or consortia of such institutions, for centers for the teaching of modern foreign languages and related area studies and international studies. National Resource Centers may be undergraduate or comprehensive and are of two basic types: those which concentrate on a single country, region, or area, and those which are topic-oriented, focusing on international studies or on the international aspects of contemporary issues or topics. Since Title VI centers are expected to offer opportunities to both students and faculty for research as well as for language instruction, they tend to be located at universities of some size or at consortia with large research libraries. Until recently the Title VI centers also concentrated on the less commonly taught languages and language areas, but they have always included Central and South America. The FY 1989 allocation of $11,274,000 was distributed to 94 centers as follows: East Asia (12.9%), Southeast Asia (4.5%), South Asia (9.6%), Inner Asia (1.0%), Pacific Islands (1.0%), Middle East (13.7%), Africa (10.1%), USSR and East Europe (15.1%), Western Europe (5.1%), Latin America (14.1%), Canada (3.4%), and General International Studies (9.6%).

In addition to allocation by world area, the National Resource Centers program allocated $1,356,800 in FY 89 to Priority Projects in the following seven categories: Language Program Evaluation and Proficiency Testing, Third or Fourth Year Language Instruction, Cooperative Summer Language Programs, Intensive Language Instruction, Professional School Linkages, Filling Disciplinary Gaps, and Teacher Education. The next competition in the National Resource Centers program will take place in fall 1990 for funding in the academic year 1991-92. The most important Title VI program for undergraduate international education is the Undergraduate International Studies and Foreign Language program. This program awards grants to higher education institutions and public and private nonprofit agencies and organizations for projects to strengthen and improve undergraduate instruction in international studies and foreign languages. It also supports articulation efforts between undergraduate and graduate programs and teacher education.

Unlike the National Resource Centers program, the Undergraduate International Studies and Foreign Language program does not favor any particular languages or world areas. Projects are funded for up to three years and vary in approach, but must include components in both international studies and foreign languages. In FY 1989 the Undergraduate International Studies and Foreign Language program received a total of 112 new applications and supported 27 new projects and 26 continuations for a total of 53 projects. The program has an average annual budget of under $3 million. According to CIE sources, interest in this program is growing, and twice the number of awards could be made if sufficient funds were available. Title VI includes two programs that specifically focus on international business: the Business and International Education program (Title VI, Part B) and the new Centers for International Business Education program (Title VI, Part B, as amended by the Omnibus Trade and Competitiveness Act of 1988). Projects supported by the Business and International Education program must enhance the international academic program of an institution as well as provide appropriate services to the business community which will expand its capacity to engage in commerce abroad. The applying institution must demonstrate that it has a written agreement with a business enterprise, trade organization, or international economic association.

In FY 89, the Business and International Education program granted a total of 32 awards at a total cost of $2,125,000. The new Centers for International Business Education program made its first awards in 1989 for establishing centers that will a) be national resources for the teaching of improved business techniques, strategies, and methodologies emphasizing the international context, b) provide instruction in critical foreign languages and international fields needed for the understanding of the United States' trading partners, c) provide research and training in the international aspects of commerce, and d) serve as regional resources to local businesses by meeting the international research and training needs of such businesses. $741,000 was appropriated, which permitted the establishment of five centers for the first year of a three-year funding cycle. The budget for FY 91 is $4.7 million, which, in addition to continued funding to the first five centers, will support the establishment of about ten additional centers. The rest of the CIE programs are less directly relevant to the focus of this conference, but should at least be mentioned briefly.

The Title VI International Research and Studies program supports projects to develop language teaching materials, conduct research on more effective language teaching methods, and assess language teaching needs. Title VI also offers Foreign Language and Area Studies fellowships. These two title VI programs and all four Fulbright-Hays programs administered by CIE give preference to the less commonly taught languages. The CIE-administered Fulbright programs include the Doctoral Dissertation Research Abroad program, the Faculty Research Abroad program, the Summer Seminars Abroad program, and the Group Projects Abroad program. Only the latter two programs support activities with any direct relationship to curricular reform.

The Star Schools Program is one other new program in the U.S. Department of Education that specifically supports foreign language instruction, . Intended to encourage improved teaching and learning in mathematics, science, and foreign languages at the elementary and secondary school level, the Star Schools Program has some unusual characteristics. First, it requires a telecommunications partnership between a public agency and elementary and secondary schools or between an educational agency, schools, an institution of higher education, a private telecommunications firm, and/or a public broadcasting entity. Second, these telecommunications partnerships must be organized on a statewide or regional basis to be eligible for funding and must aim to develop telecommunications networks as well as instructional materials for use on the networks. In October 1988 the Star Schools Program announced its first awards: 4 projects (selected from a total of 68 applications) for an amount of $19 million. In FY 89 $14.3 million was granted for project continuations. In FY 90 the Star Schools Program will conduct its second competition, with an available budget of $14.8 million.

The National Endowment for the Humanities supports projects in foreign languages, linguistics, and literature, but not only with its well-known fellowships for research. Through its Division of Education Programs, the Endowment has for years funded instructional improvement projects at the elementary, secondary, and postsecondary level. The Division also supports summer institutes for college and university faculty, as well as for elementary and secondary school teachers. Recently the Endowment has reaffirmed and extended its commitment to language study with new initiatives to strengthen the teaching of foreign languages and to broaden the cultural basis of language study. Colleges and universities, for example, are now invited to propose revisions of their foreign language majors to include history, religious studies, politics and economics, and other disciplines in addition to language and literature. More, and broader, teacher preparation programs are encouraged, as are proposals that emphasize foreign language proficiency for non-majors. Collaborative efforts aimed at improving school-college articulation are also welcomed. The new language initiatives in the Division of Education Programs have not yet led to an appreciable increase in the number of language-related applications in the Division's Higher Education program, but 31% (19 of a total of 61) of the new projects funded by the Division's Elementary and Secondary Education Program concern language and international studies.

Of the federal programs with pertinence for language and international studies, the most complex and also least understood is the Comprehensive Program of the Fund for the Improvement of Postsecondary Education (FIPSE). FIPSE administers a total of four programs, but only the Comprehensive Program supports projects in language and international studies. This is the program that has been FIPSE's trademark competition ever since FIPSE was established by Congressional mandate in 1972. While the Comprehensive Program has never been known for its large budget—$11.702 million in FY 90—it has had an excellent track record since its inception. A large proportion of its projects are not only successful, but continue after federal support ends, and the Comprehensive Program has also established a reputation for quality, in large part because of the thoroughness of its review process and because of its competitiveness (only about 4% of each year's applications are funded).

FIPSE's Comprehensive Program differs from other federal programs in a number of ways. Most federal programs give what are termed formula grants, i.e. awards to particular types of institutions, for specific purposes such as to support particular disciplines or areas of study, and for projects based on already established models. In contrast, the Comprehensive Program has no fixed categories with respect to academic discipline, structure of project, or type of institution. Its mandate is so broad that it does not have a clearly identifiable mission beyond improving the accessibility and the quality of postsecondary education. It also awards grants to all types of institutions involved in postsecondary education, ranging from two-year vocational schools and liberal arts colleges to comprehensive research universities and educational organizations. What the Comprehensive Program does seek is innovation, which is its *sine qua non*.

FIPSE's Comprehensive Program has a number of characteristic features. Most notable, perhaps, is its broad mandate and its well-developed tradition that it be responsive to new directions in the field. This field-responsiveness lends the program the unique capacity to adjust to new educational needs and unanticipated problems as soon as they arise. The guidelines for the Comprehensive Program do list areas of funding priority (in a section called Agenda for Improvement), but the priorities change every three or four years in response to the changing educational scene. Furthermore, applications are always welcomed that do not fall within the priorities listed for a particular year, but otherwise meet program criteria.

Another notable feature of the Comprehensive Program is its stress on action-oriented, learner-centered projects. FIPSE supports projects that directly affect what happens on campus and in the classroom, that have quite immediate impact on teaching and learning rather than the long-term effects resulting from scholarly research. The Comprehensive Program does not support research as such and even rarely funds research that is immediately translated into classroom results. The single most important feature of projects funded under the Comprehensive Program is innovativeness, rather than replication of proven models. A project need not be based on an entirely new idea, but it must constitute an improvement over existing practice, use a new setting or a different approach to a problem, or offer a new combination of elements that profile it from existing programs.

Other unusual features of the Comprehensive Program are flexibility and willingness to take risks. While every effort is made during proposal review to ascertain project feasibility and likelihood of productive outcomes, FIPSE recognizes that a few failures are inevitable. Furthermore, because FIPSE projects tend to be at the cutting edge of new developments in education, projects are expected to evolve in not entirely predictable ways, and procedures are in place to facilitate adjustments in timeline, budget, and the like. In many respects, therefore, awards under the Comprehensive Program may be considered a kind of venture capital.

FIPSE's two-stage application process and the thoroughness of proposal review also merit special mention. Preliminary proposals are limited to 5 pages, as upwards of 1800 preliminary proposals are received each year. The 5 pages of the preliminary proposal need to be well written and should be as specific and compelling as possible, since they undergo both peer and staff review. Full proposals run to about 20 pages plus appendices and are also reviewed by field readers as well as by FIPSE staff.

Throughout the review process FIPSE staff have telephone contact with applicants, discussing proposal ideas before preliminary proposals are submitted and providing constructive feedback on items to be strengthened if a preliminary applicant is invited to participate in the second stage of the competition. This two-stage review process and the amount of staff feedback applicants can expect are unique to FIPSE, though all grant programs work with applicants to some extent, even reading drafts of proposals in some cases.

Because the Comprehensive Program gives awards across the disciplines, a few statistics can illustrate the relationship of projects in language and international studies to other types of projects. Since the creation of FIPSE about 8% of all funded projects have involved language and international studies; and in most of those years the percentage of grants awarded to international projects tended to be slightly higher than the percentage of such applications in the overall pool.

The number of applications for language and international projects as well as the number of awards has varied considerably from year to year, however. In 1982 125 preliminary proposals involved some aspect of international education, comprising 5% of a total of 2,246 applications. In 1986, applications in language and international studies were down to only 1.85% of the total pool. In 1987 and 1988, the percentage of such applications declined still further; in 1988 only one new award went to an international project. The number of applications in language and international studies finally increased again in 1989, to 94 of a total pool of 1891, about 5%, but 12 new awards were made, 12.7% of the total. In the current FY 90 competition, proposals in language and international studies are up sharply, numbering 158 in a total pool of 1812, or 8.7%. This increase is undoubtedly due in part to the express mention of international education as a priority in the new guidelines, but there may be other contributing factors. It is in any case noteworthy that the variation in quantity of proposals to FIPSE in language and international studies from year to year in fact reflects the prevailing degree of interest (or disinterest) in international education nationwide.

Projects currently funded in language and international studies involve areas like competency-based language instruction and testing, teacher training, special degrees combining language study with another field, programs to foster awareness of international issues or to integrate them into the liberal arts, faculty development projects (including one to enable non-language faculty to upgrade their language proficiency), technology projects involving software development, videodiscs, or international TV programs via satellite, and integration of study abroad into the core curriculum. There are also a number of projects in the related area of intercultural communication and understanding of cultural diversity.

FIPSE is both field-responsive and quite competitive, imposing high standards of quality, but limited by the pool of applications received. In past years FIPSE staff have been disappointed by the poor quality of many proposals with an international focus, apart from not getting enough of them. We have also noted a fairly strong correlation between the quantity of applications in a given category in any particular year and both the quantity and quality of the projects eventually funded in that category. I hope to encourage more proposals in language and international studies with my appearance at this conference, but I also aim to help improve their quality. I therefore conclude my remarks with some advice from my perspective on the do's and don't's of grantsmanship.

The first two steps in the preparation of an application for funding should always be to achieve a clear sense of what a project will aim to accomplish and to explore all the possible funding sources.

While I have focused here on federal funding, state agencies and private foundations should be reviewed as well, with the goal of finding as close a match as possible between what is planned and what the funding source will support. In their guidelines, most funding agencies specify priority areas, types of activities supported, and review criteria, but potential applicants should always make direct contact with the agencies well in advance of submitting a grant proposal in order to ensure appropriateness of the project and to check application procedures. Application and review procedures, proposal format, permissible costs, and the like vary more widely than generally recognized, so knowing such information in advance can save much time and effort.

Unlike proposals for research grants, which focus on the substance of the proposed research and the anticipated product, applications for support of curricular improvement and other action-oriented projects must also describe that process with clarity and specificity, have well-defined goals, and be convincing about the appropriateness of the methods chosen to reach those goals. In other words, the structure of the entire project must be clear and "make sense." To demonstrate project feasibility, the applicant should provide other details such as a realistic timeline, staff qualifications, resources to build on, and degree of institutional commitment. Above all, the proposed project should meet the criteria of the funding program. Every year we receive a number of pure research proposals, even though our guidelines specify that we rarely fund research. In addition, our guidelines stress *innovation*, but we receive applications for projects that simply reproduce projects undertaken elsewhere. Consequently, we are asked to support activities that are specifically listed by the Education Department as inadmissible.

We suggest that applicants first read the guidelines carefully and apply to the appropriate program. Secondly, the applicant should not rely solely on people in a grants office on campus. Grants people are very knowledgeable about funding sources, but they may not always have the training to present the substance of the project convincingly. Expert readers, however, usually are able to recognize inadequately presented ideas, information gaps, faulty logic, and other weaknesses.

When writing a proposal to FIPSE, the applicant should begin the process of planning well in advance of the deadline, for it takes time to think through all aspects of a project carefully. Many preliminary proposals are underdeveloped and are thus not competitive. Next, the applicant should do some "homework" about similar projects elsewhere so that funds are not requested simply to replicate another project. Although FIPSE's Comprehensive Program is the only program that insists that projects be *innovative*, most other programs regard awareness of what is going on in the field as evidence of thorough preparation. Third, applicants should be as specific as possible about planned activities. FIPSE does not require funded projects to carry out everything exactly as initially described, so applicants should not hedge or hide in generalities. Fourth, the budget should be as accurate as possible, and not full of inflated figures. Submission of an unusually high budget will make a proposal less competitive because it suggests that the applicant lacks a sense of what is realistically possible. Finally, the applicant should secure institutional support for that part of the project that is not supported by FIPSE.

In conclusion, I would like to encourage faculty to initiate more projects in language and international studies. Campus development offices are often more helpful in securing funds for research, equipment, and building construction than for classroom-oriented educational improvement. Academic administrators are usually knowledgeable about funding sources, but lack the time to organize and direct projects. Successful projects can and have been developed by faculty members, who are, after all, the ones with the greatest familiarity with issues of teaching and learning. Developing and implementing a project is a time-consuming process that requires commitment, patience, and endurance. Securing financial and other support is difficult, though certainly possible, even for neophytes. In spite of all obstacles, recognizing the satisfactions of successfully leading a department, academic unit, or even entire campus in directions that improve teaching and learning should eventually inspire new ventures. I hope that my remarks stimulates interest and provides some useful tools with which to begin the task.

Appendix

I. CENTER FOR INTERNATIONAL EDUCATION (CIE)

Write contact persons at the following address (and include program name): Center for International Education, U.S. Department of Education, Room 3053, ROB 3, 7th and D Streets, S.W., Washington, D.C. 20202-5247.

National Resource Centers and Foreign Language and Area Studies Fellowships:
Ann I. Schneider (202-732-3299)

Undergraduate International Studies and Foreign Language:
Christine M. Corey (202-732-3293)

Business and International Education and International Business Education Centers:
Susanna C. Easton (202-732-3302)

International Research and Studies:
Jose L. Martinez (202-732-3297)

Fulbright Group Projects Abroad:
Stephney J. Keyser (202-732-3294)

Fulbright Seminars Abroad:
Lungching Chiao (202-732-3292)

Fulbright Doctoral Dissertation Research Abroad:
Vida Moattar (202-732-3291)

Fulbright Faculty Research Abroad:
Merion D. Kane (202-732-3301)

II. STAR SCHOOLS PROGRAM

Write contact persons at the following address: U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Room 504D, Washington, D.C. 20208.

Frank Withrow, Coordinator (202-357-6200)

III. NATIONAL ENDOWMENT FOR THE HUMANITIES

Write contact persons at the following address:Division of Education Programs, 1100 Pennsylvania Avenue, N.W., Room 302, Washington, D.C. 20506.

Higher Education in the Humanities:
Elizabeth Welles and Tom Adams (202-786-0380)

Elementary and Secondary Education in the Humanities:
Angela Iovino (202-786-0373)

IV. FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

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